DOCUMENT RESUME

ED 064 525 VT 016 152

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TITLE The Ability of Standardized Test Instruments to Predict Training Success and Employment Success. Project MINI-SCORE, Final Technical Report.
INSTITUTION Minnesota Univ., Minneapolis. Dept. of Trade and Industrial Education.
SPONS AGENCY Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.
PUB DATE Mar 72
NOTE 144p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Aptitude Tests; Interest Tests; Job Training; *Measurement Instruments; Personality Tests; *Predictive Ability (Testing); Prognostic Tests; *Standardized Tests; Success Factors; Tables (Data); Technical Education; *Vocational Adjustment; *Vocational Counseling; Vocational Education
IDENTIFIERS Project MINI SCORE

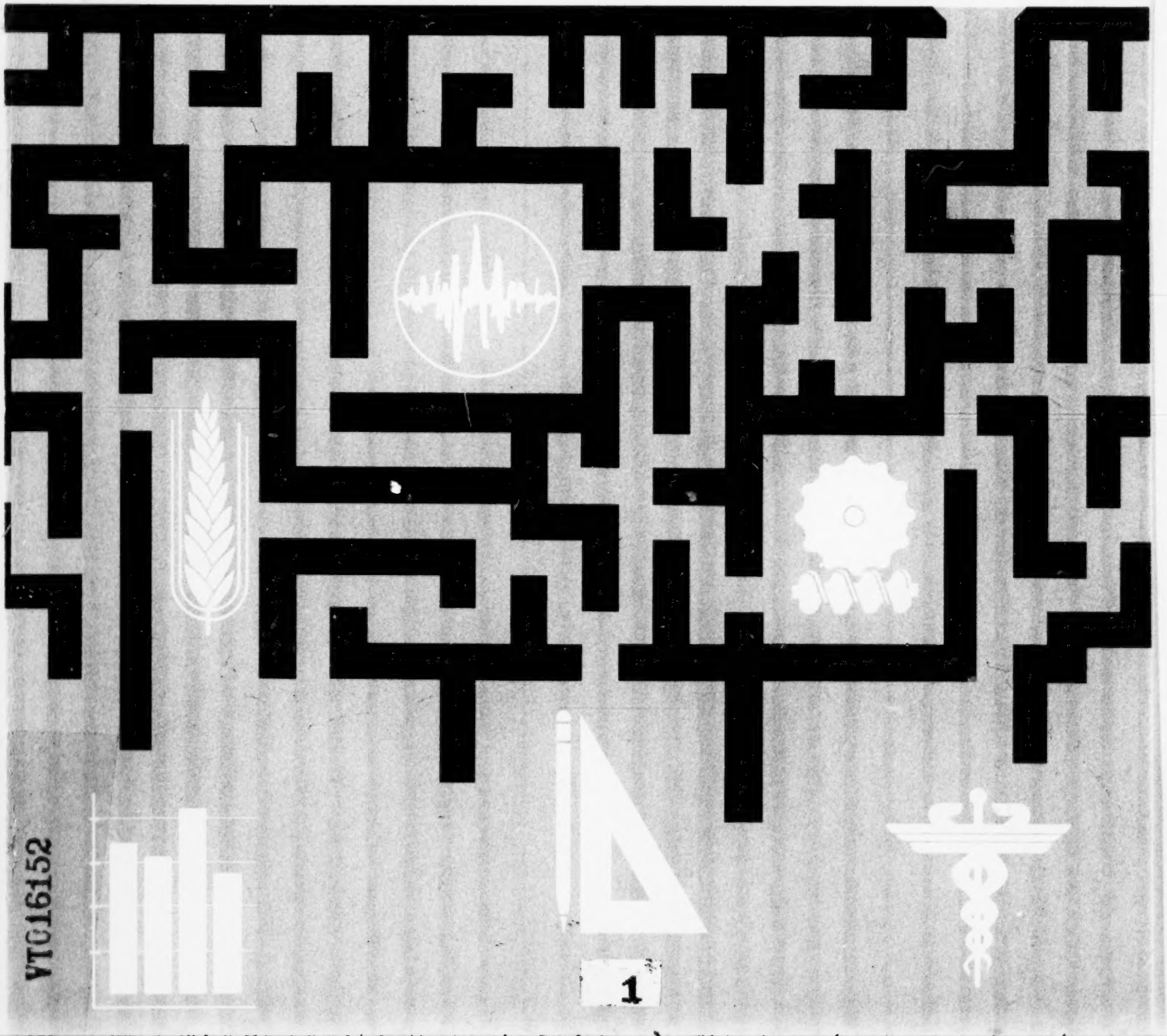
ABSTRACT

Using post-secondary vocational and technical education students as the populations, the objectives of this project were to determine: (1) the ability of standardized instruments to predict the various criteria of success, (2) the relative ability of the different instruments to predict each criterion of success, and (3) which sub-set of all of the scales in the Project MINI-SCORE battery is most effective in predicting a given criterion. Instruments included in the battery were the: (1) General Aptitude Test Battery, (2) Minnesota Vocational Interest Inventory, (3) Sixteen Personality Factor Questionnaire, (4) Minnesota Importance Questionnaire, (5) Vocational Development Inventory, and (6) Minnesota Scholastic Aptitude Test. Multiple and zero-order correlation analyses were performed on each population, taking scores obtained from students upon application to school and correlating them with each of the 11 different criteria of vocational student success. Findings of this research included: (1) It is not possible to generalize about the relationship between an instrument and a criterion, (2) Student interests, job needs, and personality were the key factors related to the success of the students studied, and (3) There is little agreement between the specific instrument scales that are most predictive of a given criterion of success in different populations. Related documents are available as VT 016 148-VT 016 151. (Author/JS)

ED 064525

PROJECT MINI-SCORE
FINAL TECHNICAL REPORT

The Ability of Standardized Test Instruments to Predict Training Success and Employment Success



VTC16152

PROJECT MINI-SCORE FINAL TECHNICAL REPORT:

THE ABILITY OF STANDARDIZED TEST INSTRUMENTS TO PREDICT TRAINING SUCCESS AND EMPLOYMENT SUCCESS

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The research reported herein was performed pursuant to a grant with the Division of Comprehensive and Vocational Research, Office of Education, U. S. Department of Health, Education, and Welfare. The formal project name is "The Characteristics of Full-Time Students in Post-Secondary Trade Schools," U.S.O.E. project no. HRD 5-0148. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Project MINI-SCORE
(Minnesota Student Characteristics and Occupationally Related Education)
Department of Industrial Education
University of Minnesota
March, 1972

FOREWORD

This technical report is one of the technical reports of Project MINI-SCORE which summarize the findings of six years of intensive research into possible relationships between standardized test measures and a number of different criteria of vocational student success. The technical reports present a detailed discussion of Project findings. A general discussion of the goals and objectives of the total Project and the major findings can be found in the publication entitled PROJECT MINI-SCORE FINAL REPORT.

Through Project MINI-SCORE, test data consisting of measures derived from six separate instruments and test batteries were gathered on individual applicants to the area vocational-technical schools of Minnesota. The tests included in the battery were: (1) the General Aptitude Test Battery (Form B) written portions only, (2) the Minnesota Vocational Interest Inventory, (3) the Sixteen Personality Factor Questionnaire (Form C), (4) the Minnesota Importance Questionnaire (30-scale version), (5) the Vocational Development Inventory, and (6) the Minnesota Scholastic Aptitude Test. In addition, personal descriptive data were obtained from the students through the use of a questionnaire. The data from these instruments were analyzed to determine which of the information gathered would be useful in counseling individuals with reference to full-time, post-high school vocational-technical courses offered in the area vocational-technical schools of Minnesota. Measures of vocational student success included in the Project were: (1) reported graduation versus dropping out of programs, (2) employment status one year after graduation, (3) job satisfaction one year after graduation, and (4) job satisfactoriness one year after graduation.

The titles of all of the final technical reports of the Project can be found on the back cover of this report. Additional publications of Project MINI-SCORE which have dealt with some of the critical issues in vocational education research are listed on the last page. Limited numbers of copies of these reports are available.

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ABSTRACT
(OVERALL SUMMARY)

This report summarized the results of the Project MINI-SCORE sub-study pertaining to the ability of the various measures obtained through the Project to predict a variety of criteria of vocational student success. The objectives were: (1) to determine the ability of each instrument to predict the various criteria of success, (2) to determine the relative ability of the different instruments to predict each criterion of success, and (3) to determine which sub-set of all of the scales in the Project MINI-SCORE battery are most effective in predicting a given criterion.

The population of Minnesota post-high school area vocational-technical school students included in the study represented nine separate groups. Six of the groups represented three "primarily" male and three "primarily" female occupational curricula. The other three groups represented the total Project population, the total population of males, and the total population of females. Multiple and zero-order correlation analyses were performed on each population, taking scores obtained from students upon application to the schools (instruments used were the GATB, MVII, 16PF, MIQ, VDI, MSAT, and a personal data sheet) and correlating them with each of eleven different criteria of vocational student success. The criteria were: (1) graduation versus dropping out of the program, (2) being employed in a job related to training versus being unemployed or employed in an unrelated job one year after graduation, (3) being employed in a job related to training one year after graduation versus dropping out of the program, (4 - 6) job satisfaction as measured by the three scales of the MSQ (intrinsic, extrinsic, and general satisfaction) and (7 - 11) job satisfactoriness

as measured by the five scales of the MSS (promotability, personal adjustment, conformance, dependability, and general satisfactoriness).

All of the correlation analyses resulted in quite low correlation coefficients, which indicated that the relationships between the constructs measured by the instruments and the criteria were not high. The following conclusions, based on those correlations which were significant, should be examined in light of the magnitude of the correlations.

The findings pertaining to the ability of an instrument to predict the various criteria of vocational student success led to the conclusion that it is not possible to generalize about the relationship between an instrument and a criterion. None of the instruments were consistently most highly correlated with the same criterion across all three total populations or the six curriculum populations. The relationship between an instrument and the criteria changed from population to population, implying that an instrument that might be most effective in predicting a criterion in one population may not be most effective in predicting that same criterion in another population.

The findings pertaining to the relative ability of the different instruments to predict the criteria of vocational student success led to the conclusion that student interests, job needs, and personality were the key factors related to the success of the students studied. The MVII, MIQ, and 16PF were predominantly the best predictors of the success of vocational students.

The findings pertaining to the best sub-set of scales from all of the Project MINI-SCORE battery led to the conclusion that there is little agreement between the specific instrument scales that are most predictive of a given criterion of success in different populations. Also, there is little agreement as to those scales which are most predictive of the different criteria of success within the same population. No single instrument scale consistently was signifi-

cantly correlated with each of the criteria using the same population, in the results of the step-wise regression analyses.

The overall conclusions of this particular Project MINI-SCORE sub-study are that the use of standardized test instruments as devices for predicting success in an occupation should be questioned. The relationships between the standardized tests included in the Project and eleven criteria of vocational student success were very low. If one does wish to predict such success, however, dimensions such as interests, job needs, and personality appear to be the most effective.

The results of this particular sub-study, aimed at investigating the ability of standardized tests to predict success, are very discouraging; the results of other sub-studies aimed at predicting group membership are quite encouraging. Persons interested in these findings, pertaining to the ability of standardized tests to help students choose among occupations, should refer to the Project MINI-SCORE Technical Report entitled The Ability of Standardized Test Instruments to Differentiate Membership in Different Vocational-Technical Curricula for a detailed discussion of findings, or to the Project MINI-SCORE Final Report for a general discussion of findings.

INTRODUCTION

The desirability of counseling aids to assist individuals in learning about themselves in relation to occupations has been documented since Parsons wrote his book, Choosing a Vocation (Parsons, 1909). Since that time, persons attempting to develop predictive counseling aids have discovered that two problems are faced by the individual who wishes predictive information concerning his possibility of success in an occupation. The two problems are logically related. First, he needs information concerning what occupation he might wish to enter. Second, he needs information concerning his chances of success in that occupation. Counseling aids which are developed to solve the first problem generally concentrate on assisting an individual with determining group membership. In other words, how similar is the individual to those who have been successful in a variety of occupations? Counseling aids developed to solve the second problem concentrate on predicting success in the occupation. If both types of aids are available, an individual is first provided information concerning his similarity to successful people in an occupation and he is then presented information concerning his probability of success in that occupation. The logic upon which this two-stage predictive model is based is discussed in detail in the book entitled Multivariate Statistics for Personnel Classification (Rulon and others, 1967) and is termed the joint probability model.

This particular Project MINI-SCORE final technical report is concerned with presenting a summary of the research conducted by the Project concerning the ability of standardized test instruments to predict training success and employment success. Another final technical report entitled The Ability of Standardized Test Instruments to Differentiate Membership in Different Vocational-Technical Curricula discusses

the summary of Project MINI-SCORE research pertaining to the effectiveness of standardized tests in helping to determine group membership.

Three key questions are addressed in this report. The first question relates to the relative predictability of different measures of vocational student success by a given instrument (e.g., which of a variety of measures of vocational student success is most predictable by the Minnesota Vocational Interest Inventory?). The second question deals with which of the various predictor instruments is most useful in predicting a specific measure of vocational student success (i.e., which of the instruments in the Project MINI-SCORE battery is most effective in predicting whether students will graduate or drop out of a vocational program? The third question is asked independent of any particular instrument. The question is, what is the most effective set of predictors for predicting a given measure of vocational student success (i.e., which set of scales from all of the instruments included in the battery can best predict a given measure of vocational student success regardless of the instrument they come from?).

Answers to these three questions should allow persons interested in vocational student counseling to select among alternative instruments or types of instruments which might be used in the development of counseling aids aimed at predicting success in occupations. Answers to these questions will also allow persons interested in developing new instruments to determine which instrument sub-scales are most effective in predicting a variety of criteria.

OBJECTIVES

The major objectives of this Project MINI-SCORE technical report were: (1) to determine the ability of each instrument in the Project MINI-SCORE battery to predict the various criteria of vocational student success, (2) to determine the relative ability of the different instruments to predict each criterion of vocational student success, and (3) to determine which sub-set of specific scales from the total Project MINI-SCORE battery and which sub-set of personal student data variables most effectively predict each of the different measures of success.

INSTRUMENTS

The instruments included in the battery were selected to represent the majority of those factors thought to be possible predictors of vocational student success as determined from the literature. The instruments were: (1) the General Aptitude Test Battery (Form B) (GATB) written portions only (GATB Manual, Section III, 1970), (2) the Minnesota Vocational Interest Inventory (MVII)(Clark and Campbell, 1965), (3) the Sixteen Personality Factor Questionnaire (Form C) (16PF) (16PF Handbook, 1962), (4) the Minnesota Importance Questionnaire (MIQ) (30-scale version) (Weiss and others, 1964, 1966), (5) the Vocational Development Inventory (VDI) (Crites, 1969), and (6) the Minnesota Scholastic Aptitude Test (MSAT) (Berdie and others, 1962). All of the instruments were administered to the people who applied to the cooperating area vocational-technical schools of Minnesota during the period of the study. A questionnaire was also completed by the applicants at the same time. It was designed to gather information concerning personal descriptive data. The questionnaire was considered to be another instrument throughout the study and information gathered from the questionnaire is referred to as the "personal data." A listing of the scales included in each instrument is presented in Table 1A in Appendix A.

The vocational student success measures used in the study were selected based on reviewing what vocational educators have used as definitions of success in the past. For this study the success criteria were classified into two general classifications: measures of success in training and measures of success on the job. The measure of success in training was the dichotomous measure of successful graduation from a program versus dropping out of the program. It was assumed that a student's graduation from a program indicated that he was sufficiently satisfied with the training program to stay in the program, and that the instructor was sufficiently satisfied with his performance and progress to allow him to remain in the program. The drop-outs included all those students who left the program before completion, with the exception of those who left for personal reasons unrelated to their performance or satisfaction with the program.

Four measures of success on the job were included in this study. The first three are measures that have been used by vocational educators in the past. The fourth is a contrived measure developed to provide a criterion, which was assumed to provide the maximum spread in terms of desirable to undesirable outcomes of vocational programs within the limitations of the study data. The first was a dichotomous measure which reflected being employed in a related occupation versus being unemployed or being employed in an unrelated occupation one year after graduation. People were included in the successful "employed related" group if they entered a vocational program, completed the program, and were employed in jobs related to their training one year after their graduation from the area vocational-technical schools. They were included in the unsuccessful "other" group if they were employed in jobs unrelated to training or were unemployed one year after graduation.

The second set of on-the-job criterion measures included those measures related to the satisfaction of the graduates with their employment. Job satis-

faction was measured with the Minnesota Satisfaction Questionnaire (MSQ) (Weiss and others, 1966). This instrument measures three aspects of satisfaction: (1) intrinsic satisfaction, which relates to an individual's satisfaction with the work itself; (2) extrinsic satisfaction, which relates to an individual's satisfaction with working conditions; and (3) general satisfaction, which relates to an individual's overall satisfaction with the job.

The third set of criterion measures was related to employer satisfaction with the graduates of area vocational-technical schools. Employer satisfaction with graduates was measured with the Minnesota Satisfactoriness Scales (MSS) (Gibson and others, 1970). The MSS includes five measures of satisfactoriness: (1) promotability, which relates to job competence; (2) personal adjustment; (3) conformance, which relates to the ability to adjust to formal and informal work rules of the employment situation; (4) dependability; and (5) overall satisfactoriness. Satisfaction and satisfactoriness data were gathered from those people who were accepted to vocational training programs, graduated from the programs, and were employed one year after graduation.

The fourth measure was a dichotomous measure which included the same employed related group as defined above versus the drop-out group as defined above. This criterion was used because it was thought to represent the maximum difference obtainable within the data limitations of the study between those who are most desirable, as products of vocational-technical schools, and those who are least desirable. The group that went through a vocational training program, graduated, and became employed in a related occupation was seen as being the most desirable group; and the group that entered the program but never completed it was seen as the least desirable group.

The criterion data were gathered by means of reports from the schools (graduates and drop-outs) and mailed questionnaires sent to graduates and their

employers one year after graduation (employment status, satisfaction, and satisfactoriness). Questionnaire returns were obtained from 85% of the graduates and from 96% of their employers.

POPULATION

The population consisted of persons accepted to the twenty-four cooperating post-high school Minnesota Area Vocational-Technical Schools between September 1, 1966, and October 1, 1968, who were tested with the Project MINI-SCORE test battery and provided complete data (See Appendix D for a list of the schools). (A more detailed description of the vocational student population included in Project MINI-SCORE can be found in the document entitled Project MINI-SCORE Final Report.) Nine analysis populations were defined and derived from the total population. In each case the analysis group is a population because it includes all of the data available for the defined population. One of the nine analysis populations contained the entire population. The other eight included three training program areas which enrolled primarily males, three which enrolled primarily females, one which included all of the males in the total population, and another which included all females in the total population. The six specific program areas were selected as representative of all of the program areas offered by the schools. The following is a list of the populations:

1. Automotive
2. Power and Home Electricity
3. Welding
4. Clerical Training
5. Practical Nursing
6. Secretarial Training
7. Total of all students accepted to all curriculums in the cooperating vocational-technical schools of Minnesota during the period specified who had complete test data
8. All males in the total population
9. All females in the total population

Each of these nine populations was subdivided so that groups could be formed which reflected the criterion measures. The specific analysis groups related to each of the criteria were further restricted as to when the data was gathered. Information on drop-outs was available on all members of the populations who dropped out between September 1, 1966, and July 1, 1970, who had complete test data. Graduation information was available on members of the populations who graduated between September 1, 1966, and July 1, 1970, who had complete test data. Employment status information was available on members of the populations who graduated and were successfully followed up between September 1, 1966, and July 15, 1970, who had complete test data. Satisfaction and satisfactoriness information was available on members of the population who had complete test data, graduated, were successfully followed up, and were employed at the time of follow-up between September 1, 1966, and July 15, 1970.

The following is an example of how the total population was broken down into groups which reflected the criterion measures. The total population was sorted first for all those people who graduated from the programs of the cooperating area vocational-technical schools during the period of the study. The population was then sorted for all those people who dropped out of the programs during the period. The graduates and drop-outs were combined to form the group used to analyze the ability of each of the instruments to predict graduation versus dropping out of the programs. Similarly, the population was sorted and the sorts combined to generate groups which reflected the employed related versus other criterion, the satisfaction measures, the satisfactoriness measures, and the employed related versus drop criterion.

Table 1 presents a listing of each of the groups derived from each of the populations and the number of observations in each group. The number of people included in a given analysis group was the same for the analyses of each of the

instruments included in the Project MINI-SCORE battery except the MSAT. Minnesota Scholastic Aptitude Test scores were not available on all members; therefore, analyses which included the MSAT score were performed on only those individuals who had MSAT scores. Care must be taken when interpreting the analyses related to the MSAT since persons who had taken the MSAT were systematically different from those who had not. In order to have an MSAT score most applicants would have had to have been high school juniors in Minnesota since 1955. This means that persons who attended high school before that time or who were high school

TABLE 1

NUMBER OF STUDENTS IN EACH OF THE ANALYSIS GROUPS
FOR EACH OF THE NINE POPULATIONS

	Populations	Grad vs Drop	Empl Rel-Other	Empl Rel-Drop	Satis-faction	Satisfac-toriness
1.	Automotive	770 (577)*	202 (172)	405 (304)	103 (86)	103 (86)
2.	Power and Home Electricity	263 (220)	99 (80)	143 (124)	73 (64)	73 (64)
3.	Welding	325 (243)	99 (75)	122 (90)	41 (31)	41 (31)
4.	Clerical	703 (534)	422 (330)	483 (385)	292 (238)	292 (238)
5.	Practical Nursing	541 (386)	356 (266)	366 (267)	309 (234)	309 (234)
6.	Secretarial	848 (641)	564 (447)	589 (468)	437 (348)	437 (348)
7.	Total of all students from all curriculums in the cooperating schools during the study period who had complete test data	7637(5780)	3204(2533)	4345(3374)	2087(1668)	2087(1668)
8.	All males in the total population	4561(3484)	1362(1085)	2327(1809)	772 (630)	772 (630)
9.	All females in the total population	3076(2296)	1842(1448)	2018(1565)	1315(1038)	1315(1038)

*Number in parentheses includes only students who had MSAT scores.

drop-outs prior to their junior year would not have had MSAT scores. Two sets of numbers are presented in Table 1. The numbers of observations included in all of the analyses except the MSAT analyses are not in parentheses, while the numbers of observations included in the MSAT analyses are in parentheses.

METHOD

The ability of each of the scales of each of the instruments and the ability of each of the total instruments to predict each of the criteria in each of the populations were investigated using correlation techniques. For example, data on the graduates and drop-outs of the automotive curriculum were combined to form the "grad vs drop" criterion group and a multiple correlation computer program was used (1) to determine the ability of each of the separate scales of an instrument to predict whether people graduated or dropped from the automotive programs (zero-order correlations) and (2) to determine the ability of each of the total instruments to predict whether they graduated or dropped (multiple correlation). This procedure was used to predict each of the criteria of vocational student success for each of the populations with each of the separate instruments and the personal data in the Project MINI-SCORE battery.

Two assumptions underlie the methods used in presenting the results of this study pertaining to the total population, total male population, and total female population. The first is that the multiple correlations, presented in the discussions of the ability of a given instrument to predict the various criteria, can be interpreted meaningfully relative to one another when group sizes vary and the group sizes are large. This assumption was made because the numbers of observations in the analysis groups for each of the different criteria were different. However, it was necessary to compare multiple correlation coefficients based on these different-sized groups in order to determine which of the criteria was most predictable using a given instrument. The assumption was

justified on the basis of the relatively large number of observations in the analysis groups. The critical value necessary for judging the significance of a correlation coefficient is relatively the same for groups of 1,000 or more. The second assumption is similar. The assumption is that the comparisons of the multiple correlations presented in the discussion of the relative abilities of the different instruments to predict a given criterion can be interpreted meaningfully when the number of scales included in the instruments vary and the number of observations in the criterion group is large. It was necessary to compare these multiple correlation coefficients in order to compare the predictive effectiveness of the various instruments. Again, this assumption was justified on the basis of the relatively large number of observations in each analysis group.

In addition to the above analyses which concentrated on the effectiveness of each particular instrument, all of the instruments were combined and a step-wise regression computer program was used to determine which of the scales of all of the instruments included in the total test battery were "most" predictive of the various measures of success. A similar separate analysis was conducted for the personal data variables.

RESULTS

The results are presented in three major sections: (1) findings pertaining to the ability of each instrument to predict the various criteria of success; (2) findings pertaining to the relative ability of the different instruments to predict each criterion of success; and (3) findings pertaining to the most effective sub-set of predictors contained in the total test battery (all instruments combined), or in the personal data for predicting each criterion.

Previous Project MINI-SCORE research findings (e.g., Pucel and others, 1972), which are supported by the results of the step-wise regression correlation analyses presented in this report, have indicated that males and females differ substantially in terms of the measures included in the battery. For this reason the analysis results are discussed for the "total" population, the "total male" population, and the "total female" population separately. Different readers may be interested in results pertaining to each of these three groups depending upon the purposes they have in applying the results of this study.

It was decided not to discuss each of the six specific curriculum areas in detail since there appeared to be no consistent pattern among the three male curriculum groups or among the three female curriculum groups in terms of the measures that predict the criteria. Different measures appear to be predictive of the various criterion measures of success for each of the male groups and for each of the female groups, which resulted in no consistent pattern. In addition it was decided not to discuss the zero-order correlations between the separate instrument scales and the various criteria in detail for the three "total" populations. Again, there was little consistency between the scales that most effectively predicted the various criteria within each of the three populations. The reader who wishes to examine those scales which most effectively predict a given criterion within any of the populations will find a summary of the results in Appendix A and the detailed correlations in Appendix B.

The multiple correlation coefficients obtained from the analyses of each of the total populations are presented in Tables 2, 3, and 4. The coefficients for the total population are presented in Table 2. They represent the combined ability of all of the scales of an instrument to correlate with a criterion within the total population. Information concerning the ability of each scale of each instru-

TABLE 2

RANKING OF THE ABILITY OF AN INSTRUMENT TO PREDICT THE CRITERIA (*)
AND RANKING OF THE ABILITY OF THE DIFFERENT INSTRUMENTS
TO PREDICT EACH CRITERION (**) - TOTAL POPULATION

(Table includes only multiple correlations significant at the .05 level)

CRITERIA		INSTRUMENTS						
		GATB	MVII	16PF	MIQ	VDI***	PER.DATA	MSAT***
Grad vs Drop	**Between Rank =	5	2	2	4	6	2	
	R =	.07	.15	.15	.14	.06	.15	Not
	R^2=	.01	.02	.02	.02	.003	.02	Sig
	*Within Rank =	11	2	4.5	9	8.5	3	8.5
Empl Related vs Other	**Between Rank =	5.5	3.5	3.5	1	5.5	2	
	R =	.11	.14	.14	.19	.11	.17	Not
	R^2=	.01	.02	.02	.04	.01	.03	Sig
	*Within Rank =	7	3.5	6	2.5	2	2	8.5
Empl Related vs Drop	**Between Rank =	5	2	3	4	6	1	
	R =	.17	.30	.29	.26	.13	.34	.06
	R^2=	.03	.09	.08	.07	.02	.12	.004
	*Within Rank =	1	1	1	1	1	1	6
MSQ Intrinsic Satisfac-tion	**Between Rank =	4.5	3	2	1	6	4.5	
	R =	.11	.12	.15	.18	.06	.11	Not
	R^2=	.01	.02	.02	.03	.004	.01	Sig
	*Within Rank =	7	6.5	4.5	4	8.5	6	8.5
MSQ Extrinsic Satisfac-tion	**Between Rank =	2.5	2.5	1	6	5	4	
	R =	.11	.11	.17	Not	.06	.08	.07
	R^2=	.01	.01	.03	Sig	.003	.01	.005
	*Within Rank =	7	8.5	2.5	10.5	8.5	9.5	3.5
MSQ General Satisfac-tion	**Between Rank =	3	4	1.5	1.5	6	5	
	R =	.12	.11	.17	.17	.07	.09	.06
	R^2=	.01	.01	.03	.03	.01	.01	.004
	*Within Rank =	4.5	8.5	2.5	5.5	6	8	5.5
MSS Promotability Compe-tence	**Between Rank =	2	3	5	1	6	4	
	R =	.16	.14	.12	.19	.08	.13	.11
	R^2=	.03	.02	.02	.03	.01	.02	.01
	*Within Rank =	2	3.5	8.5	2.5	4.5	4	1
MSS Personal Adjust-ment	**Between Rank =	2	1	5.5	5.5	4	3	
	R =	.09	.10	Not	Not	.06	.08	.06
	R^2=	.01	.01	Sig	Sig	.003	.01	.003
	*Within Rank =	9.5	10.5	10.5	10.5	8.5	9.5	5.5
MSS Confor-mance	**Between Rank =	3	3	3	1	5	6	
	R =	.12	.12	.12	.16	.08	.07	.07
	R^2=	.02	.02	.02	.03	.01	.01	.005
	*Within Rank =	4.5	6.5	8.5	7	4.5	11	3.5
MSS Dependa-bility	**Between Rank =	4	2.5	6	1	5	2.5	
	R =	.09	.10	Not	.15	.05	.10	Not
	R^2=	.01	.01	Sig	.02	.003	.01	Sig
	*Within Rank =	9.5	10.5	10.5	8	11	7	8.5
MSS General Satisfactor-iness	**Between Rank =	2	3.5	3.5	1	6	5	
	R =	.14	.13	.13	.17	.09	.12	.09
	R^2=	.02	.02	.02	.03	.01	.02	.01
	*Within Rank =	3	5	7	5.5	3	5	2

***The VDI and the MSAT are single scale instruments; therefore, the correlations reported for these instruments are zero-order correlations. The MSAT is not included in the between-instrument rankings of the predictability of a given criterion because MSAT was analyzed using a different group of people (see population section).

ment to predict each criterion in each population can be found in Appendices A and B. All of the multiple correlations reported in the tables are significant at the .05 level and are rounded off to two decimal places. Besides reporting the multiple correlation (R), the percent of variability accounted for in the criterion measure by the instrument (R^2) is reported. For example, if one looks at the row "Grad vs Drop" and the column labeled "MVII," one can observe that the multiple correlation coefficient obtained from the multiple correlation analysis of the nine scales of the MVII and the grad vs drop criterion resulted in a correlation coefficient of .15, and that this correlation coefficient indicates that the measures contained in the MVII account for about two percent of the variability in the grad vs drop criterion.

An examination of the ability of the instruments to predict the criteria within each of the total populations indicates that although most of the multiple correlations are statistically significant, their practical significance is questionable. None of the correlations accounted for ten percent of the variability in the criterion and only three accounted for five percent of the variability. Therefore, the following discussion of results should be put into the proper perspective based upon what the reader considers to be a practically significant correlation.

The data presented in Tables 2, 3, and 4 have been interpreted in two ways. Both interpretive methods compare the relative size of multiple correlations between different instruments and criteria. In many cases the differences in the multiple correlations which are being compared are small. The reader should examine the size of the differences in the various comparisons to determine if they are meaningful to him.

First, the relative ability of an instrument to predict each of the different criteria has been ranked according to the multiple correlation coefficients obtained between the instrument and the various criteria. (The "within-instrument" rank is reported in the lower right-hand corner of each cell.) For example, the multiple correlation coefficient obtained between the MVII and the employed related vs drop criterion in Table 2 was larger than the multiple correlation coefficient obtained between the MVII scales and any of the other criterion measures. Therefore, a rank of one has been assigned to the ability of the MVII to correlate with the employed related vs drop criterion, indicating that the MVII accounted for more variation in that criterion than any of the other criteria using the total population. The next highest multiple correlation between the MVII and a criterion for the total population was the correlation with the grad vs drop criterion. Therefore, this correlation was assigned a rank of two for the MVII. This procedure was repeated for each of the various instruments included in the analyses plus the personal data to reveal the relative ability of a given instrument or the personal data to correlate with the different criteria.

Second, the relative abilities of each of the different instruments to predict a given criterion have been ranked according to the multiple correlations obtained between each of the instruments and the criterion. (The "between-instrument" rank is reported in the upper left-hand corner of each cell.) The MSAT was not included in these between-instrument rankings because MSAT was analyzed using a somewhat different population (see population section). For example, if one examines the row labeled "Employed Related vs Other" in Table 2, one can see that the MIQ had the highest multiple correlation with the employed related vs other criterion of any of the instruments. This would indicate that the most effective instrument for predicting the employed related vs other criterion for the total population was the MIQ. Since the MIQ did a better job of

predicting the criterion than any of the other instruments, a rank of one was assigned to it in the upper left-hand corner. The personal data were the next most effective in predicting the employed related vs other criterion, etc.

The Ability of a Given Instrument to Predict the Various Criteria of Vocational Student Success

The relative ability of a given instrument to predict the various criteria of vocational student success is indicated by a rank in the lower right-hand corner of the cells represented by the intersection of the instrument and the criteria in Tables 2, 3, and 4, as indicated in the previous section.

Total Population

The relative ability of an instrument to predict the various criteria of vocational student success within the total population is presented in Table 2. The results are discussed for each instrument separately.

GATB

The GATB was most highly correlated with the employed related vs drop criterion and was least correlated with the grad vs drop criterion within the total population.

MVII

The MVII was most highly correlated with the employed related vs drop criterion, and was least correlated with the MSS - personal adjustment and MSS - dependability criteria within the total population.

16PF

The 16PF was most highly correlated with the employed related vs drop criterion, and was not significantly correlated with the MSS - personal adjustment or MSS dependability criteria within the total population.

MIQ

The MIQ was most highly correlated with the employed related vs drop criterion and was not significantly correlated with the MSQ - extrinsic and the MSS - personal adjustment criteria within the total population.

VDI

The VDI was most highly correlated with the employed related vs drop criterion and least correlated with the MSS - dependability criterion within the total population.

MSAT

The MSAT was most highly correlated with the MSS - promotability criterion, and was not significantly correlated with the following four criteria within the total population: grad vs drop, employed related vs other, MSQ - intrinsic, and MSS - dependability.

Personal Data

The personal data were most highly correlated with the employed related vs drop criterion, and were least correlated with the MSS - conformance criterion within the total population.

An examination of the multiple correlations between each instrument and each criterion indicates that all of the instruments except the MSAT were most highly correlated with the employed related vs drop criterion within the total population. The MSAT was most highly correlated with the MSS - promotability criterion. Although the lowest correlations between each instrument and the criteria varied somewhat between instruments, the lowest correlations tended to consistently be with the MSS - personal adjustment and MSS - dependability criteria for the total population.

Total Male Population

The relative ability of a given instrument to predict the various criteria of vocational student success within the total male population is presented in Table 3. The results are discussed separately for each instrument.

GATB

The GATB was most highly correlated with the MSS - promotability criterion, and was not significantly correlated with the grad vs drop, employed related vs other, employed related vs drop, MSQ - extrinsic, MSS - personal adjustment, MSS - conformance, or MSS - dependability criteria within the total male population.

MVII

The MVII was most highly correlated wihh the MSS - promotability criterion and was not significantly correlated with the MSQ - intrinsic, MSS - personal adjustment, or MSS - dependability criteria within the total male population.

16PF

The 16PF was most highly correlated with the MSQ - extrinsic criterion and was not significantly correlated with the MSQ - intrinsic, MSQ - general satisfaction, or any of the five MSS criteria within the total male population.

MIQ

The MIQ was most highly correlated with the employed related vs other criterion and was not significantly correlated with any of the MSQ or MSS criteria within the total male population.

VDI

The VDI was most highly correlated with the employed related vs other and the MSS - general satisfactoriness criteria and was not significantly correlated with the grad vs drop or the MSQ criteria within the total male population.

TABLE 3

RANKING OF THE ABILITY OF AN INSTRUMENT TO PREDICT THE CRITERIA (*)
AND RANKING OF THE ABILITY OF THE DIFFERENT INSTRUMENTS
TO PREDICT EACH CRITERION (**) - TOTAL MALE POPULATION

(Table includes only multiple correlations significant at the .05 level)

CRITERIA		INSTRUMENTS						
		GATB	MVII	16PF	MIQ	VDI***	PER.DATA	MSAT***
Grad vs Drop	**Between Rank =	5	3	1	2	5	5	
	R =	Not Sig	.08	.12	.11	Not Sig	Not Sig	Not Sig
	R^2 =		.01	.01	.01			
	*Within Rank =	8	8	4	3	9.5	7	
Empl Related vs Other	**Between Rank =	6	5	2	1	3	4	
	R =	Not Sig	.12	.16	.23	.14	.13	Not Sig
	R^2 =		.01	.03	.05	.02	.02	
	*Within Rank =	8	6.5	2	1	1.5	2	
Empl Related vs Drop	**Between Rank =	6	4	2	1	5	3	
	R =	Not Sig	.12	.15	.16	.09	.14	Not Sig
	R^2 =		.01	.02	.03	.01	.02	
	*Within Rank =	8	6.5	3	2	7	1	
MSQ Intrinsic Satisfaction	**Between Rank =	1	4	4	4	4	4	
	R =	.14	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
	R^2 =	.02						
	*Within Rank =	3	10	8	7.5	9.5	7	
MSQ Extrinsic Satisfaction	**Between Rank =	4.5	2	1	4.5	4.5	4.5	
	R =	Not Sig	.16	.20	Not Sig	Not Sig	Not Sig	Not Sig
	R^2 =		.03	.04				
	*Within Rank =	8	4	1	7.5	9.5	7	
MSQ General Satisfaction	**Between Rank =	2	1	4.5	4.5	4.5	4.5	
	R =	.14	.15	Not Sig	Not Sig	Not Sig	Not Sig	Not Sig
	R^2 =	.02	.02					
	*Within Rank =	3	5	8	7.5	9.5	7	
MSS Promotability Competence	**Between Rank =	2	1	5	5	3	5	
	R =	.17	.20	Not Sig	Not Sig	.12	Not Sig	Not Sig
	R^2 =	.03	.04			.01		
	*Within Rank =	1	1	8	7.5	4.5	7	
MSS Personal Adjustment	**Between Rank =	4	4	4	4	1	4	
	R =	Not Sig	Not Sig	Not Sig	Not Sig	.12	Not Sig	Not Sig
	R^2 =					.01		
	*Within Rank =	8	10	8	7.5	4.5	7	
MSS Conformance	**Between Rank =	4.5	1	4.5	4.5	2	4.5	
	R =	Not Sig	.18	Not Sig	Not Sig	.12	Not Sig	Not Sig
	R^2 =		.03			.01		
	*Within Rank =	8	3	8	7.5	4.5	7	
MSS Dependability	**Between Rank =	4	4	4	4	1	4	
	R =	Not Sig	Not Sig	Not Sig	Not Sig	.12	Not Sig	Not Sig
	R^2 =					.01		
	*Within Rank =	8	10	8	7.5	4.5	7	
MSS General Satisfactoriness	**Between Rank =	2.5	1	5	5	2.5	5	
	R =	.14	.19	Not Sig	Not Sig	.14	Not Sig	Not Sig
	R^2 =	.02	.04			.02		
	*Within Rank =	3	2	8	7.5	1.5	7	6

***The VDI and the MSAT are single scale instruments; therefore, the correlations reported for these instruments are zero-order correlations. The MSAT is not included in the between-instrument rankings of the predictability of a given criterion because MSAT was analyzed using a different group of people (see population section).

MSAT

The MSAT was not significantly correlated with any of the criteria within the total male population.

Personal Data

Within the total male population, the personal data were most highly correlated with the employed related vs drop criterion and were not significantly correlated with any of the other criteria except the employed related vs other criteria.

An examination of the multiple correlations between each instrument and each criterion for the total male population indicates a great deal of variation between the criteria which have the highest correlations with the different instruments. The GATB and MVII were most highly correlated with the MSS - promotability criterion. The other instruments were most highly correlated with different criteria, although there was a tendency for them to be relatively highly correlated with the employed related vs other criterion. The lowest correlations between the instruments and the criteria tended to be with the MSS - personal adjustment and MSS - dependability criteria.

Total Female Population

The relative ability of a given instrument to predict the various criteria of vocational student success within the total female population is presented in Table 4. The results are discussed separately for each instrument.

GATB

Within the total female population, the GATB was most highly correlated with the employed related vs drop criterion and was not significantly correlated with the MSQ - intrinsic, MSQ - general satisfaction, MSS - personal adjustment, MSS - conformance, or MSS - dependability criteria.

TABLE 4

RANKING OF THE ABILITY OF AN INSTRUMENT TO PREDICT THE CRITERIA (*)
AND RANKING OF THE ABILITY OF THE DIFFERENT INSTRUMENTS
TO PREDICT EACH CRITERION (**) - TOTAL FEMALE POPULATION

(Table includes only multiple correlations significant at the .05 level)

CRITERIA		INSTRUMENTS						
		GATB	MVII	16PF	MIQ	VDI***	PER.DATA	MSAT***
Grad vs Drop	**Between Rank =	3.5	2	3.5	1	6	5	
	R =	.11	.12	.11	.13	.06	.07	Not
	R^2 =	.01	.01	.01	.02	.004	.01	Sig
	*Within Rank =	4	6	5	4	4	4	10
Empl Related vs Other	**Between Rank =	3	2	6	1	5	4	
	R =	.11	.13	Not	.17	.05	.10	.07
	R^2 =	.01	.02	Sig	.03	.003	.01	.01
	*Within Rank =	4	5	8.5	2.5	5	2.5	5.5
Empl Related vs Drop	**Between Rank =	3	3	3	1	6	5	
	R =	.15	.15	.15	.17	.09	.10	.07
	R^2 =	.02	.02	.02	.03	.01	.01	.01
	*Within Rank =	1	1	3.5	2.5	1	2.5	5.5
MSQ Intrinsic Satisfac-tion	**Between Rank =	5.5	4	2	1	3	5.5	
	R_2 =	Not	.11	.15	.18	.08	Not	.06
	R^2 =	Sig	.01	.02	.03	.01	Sig	.004
	*Within Rank =	9	7	3.5	1	2.5	8	7.5
MSQ Extrinsic Satisfac-tion	**Between Rank =	2	4.5	1	4.5	4.5	4.5	
	R =	.10	Not	.19	Not	Not	Not	.09
	R^2 =	.01	Sig	.03	Sig	Sig	Sig	.01
	*Within Rank =	6	9.5	1	8	8.5	8	3
MSQ General Satisfac-tion	**Between Rank =	4.5	4.5	1	4.5	2	4.5	
	R_2 =	Not	Not	.17	Not	.08	Not	.09
	R^2 =	Sig	Sig	.03	Sig	.01	Sig	.01
	*Within Rank =	9	9.5	2	8	2.5	8	3
MSS Promotability Compe-tence	**Between Rank =	1.5	1.5	4.5	4.5	4.5	4.5	
	R =	.14	.14	Not	Not	Not	Not	.11
	R^2 =	.02	.02	Sig	Sig	Sig	Sig	.01
	*Within Rank =	2	3	8.5	8	8.5	8	1
MSS Personal Adjust-ment	**Between Rank =	3.5	3.5	3.5	3.5	3.5	3.5	
	R =	Not	Not	Not	Not	Not	Not	.06
	R^2 =	Sig	Sig	Sig	Sig	Sig	Sig	.004
	*Within Rank =	9	9.5	8.5	8	8.5	8	7.5
MSS Conform-ance	**Between Rank =	4.5	1	4.5	4.5	4.5	2	
	R =	Not	.14	Not	Not	Not	.13	Not
	R^2 =	Sig	.02	Sig	Sig	Sig	.02	Sig
	*Within Rank =	9	3	8.5	8	8.5	1	10
MSS Depend-ability	**Between Rank =	3.5	3.5	3.5	3.5	3.5	3.5	
	R =	Not	Not	Not	Not	Not	Not	Not
	R^2 =	Sig	Sig	Sig	Sig	Sig	Sig	Sig
	*Within Rank =	9	9.5	8.5	8	8.5	8	10
MSS General Satisfac-toriness	**Between Rank =	2	1	4.5	4.5	4.5	4.5	
	R =	.11	.14	Not	Not	Not	Not	.09
	R^2 =	.01	.02	Sig	Sig	Sig	Sig	.01
	*Within Rank =	4	3	8.5	8	8.5	8	3

***The VDI and the MSAT are single scale instruments; therefore, the correlations reported for these instruments are zero-order correlations. The MSAT is not included in the between-instrument rankings of the predictability of a given group because MSAT was analyzed using a different group of people.

MVII

The MVII was most highly correlated with the employed related vs drop criterion, and was not significantly correlated with the MSQ - extrinsic, MSQ - general satisfaction, MSS - personal adjustment, or MSS - dependability criteria within the total female population.

16PF

The 16PF was most highly correlated with the MSQ - extrinsic criterion and was not significantly correlated with the employed related vs other nor with any of the MSS criteria within the total female population.

MIQ

Within the total female population, the MIQ was most highly correlated with the MSQ - intrinsic criterion and was not significantly correlated with any of the other MSQ criteria or MSS criteria.

VDI

The VDI was most highly correlated with the employed related vs drop criterion and was not significantly correlated with the MSQ - extrinsic nor with any of the MSS criteria within the total female population.

MSAT

The MSAT was most highly correlated with the MSS - promotability criterion and was not significantly correlated with the grad vs drop, MSS - conformance, or MSS - dependability criteria within the total female population.

Personal Data

Within the total female population, the personal data were most highly correlated with the MSS - conformance criterion, and were not significantly correlated with any of the MSQ or the other MSS criteria.

An examination of the correlations between each instrument and each criterion for the total female population indicates some variation between the criteria which have the highest correlations with the different instruments. The GATB, MVII, and VDI were most highly correlated with the employed related vs drop criterion. The 16PF was most highly correlated with the MSQ - extrinsic criterion, and the MIQ was most highly correlated with the MSQ - intrinsic criterion. The personal data were most highly correlated with the MSS - conformance criterion, and the MSAT was most highly correlated with the MSS - promotability criterion. The instruments tended to be consistently least correlated with the MSS - personal adjustment and MSS - dependability criteria.

Summary

The results indicate that it is not possible to generalize in terms of the ability of an instrument to predict a given criterion. Table 5 summarizes the criteria most highly correlated with an instrument in each of the three total populations. In no case did an instrument correlate most highly with the same criterion for each of the three total populations. This tends to indicate that the predictive power of an instrument relative to a given criterion of vocational student success changes from population to population.

The Relative Ability of the Instruments to Predict Each Criterion of Vocational Student Success

The ability of an instrument to predict a given criterion relative to the ability of other instruments to predict the same criterion is indicated in the form of a rank in the upper left-hand corner of each cell in Tables 2, 3, and 4 for each of the three total populations. For example, in the cell represented by the intersection of the row labeled "Grad vs Drop" and the column labeled "GATB" in Table 2, one can find a rank of five in the upper left-hand corner. This indicates that of the six instruments including the personal data, the

TABLE 5

CRITERION MOST HIGHLY CORRELATED WITH A GIVEN INSTRUMENT IN EACH OF THE THREE POPULATIONS

INSTRUMENTS	TOTAL POPULATION	TOTAL MALE POPULATION	TOTAL FEMALE POPULATION
GATB	Employed Related vs Drop	MSS - Promotability Competence	Employed Related vs Drop
MVII	Employed Related vs Drop	MSS - Promotability Competence	Employed Related vs Drop
16PF	Employed Related vs Drop	MSQ - Extrinsic Satisfaction	MSQ - Extrinsic Satisfaction
MIQ	Employed Related vs Drop	Employed Related vs Other	MSQ - Intrinsic Satisfaction
VDI	Employed Related vs Drop	Employed Related vs Other & MSS - General Satisfaction	Employed Related vs Drop
Personal Data	Employed Related vs Drop	Employed Related vs Drop	MSS - Conformance
MSAT	MSS - Promotability Competence	None Significant	MSS - Promotability Competence

GATB ranks fifth in its ability to account for variability in the grad vs drop criterion. The MSAT was not included in the between-instrument comparisons because the MSAT correlation coefficients were calculated using a somewhat different population of people (see population section). The results are discussed separately for each of the three populations, relative to each of the criteria.

Total Population

The relative ability of the instruments to predict a criterion within the total population is presented in Table 2. The results are discussed separately for each criterion.

Grad vs Drop

Three of the instruments were tied for having the highest correlation with the grad vs drop criterion. They were the MVII, 16PF, and the personal data. The instrument which was least correlated with the grad vs drop criterion for the total population was the VDI.

Employed Related vs Other

The MIQ was most highly correlated with the employed related vs other criterion, while the GATB and VDI were least correlated with the criterion within the total population.

Employed Related vs Drop

The personal data were most highly correlated with the employed related vs drop criterion, and the VDI was least correlated with the criterion within the total population.

MSQ - Intrinsic

The MIQ was the most highly correlated with the MSQ - intrinsic criterion, while the VDI was least correlated with the criterion within the total population.

MSQ - Extrinsic

The 16PF was the most highly correlated with the MSQ - extrinsic criterion, while the MIQ was not significantly correlated with the criterion within the total population.

MSQ - General Satisfaction

The 16PF and the MIQ were most highly correlated with the MSQ - general satisfaction criterion, and the VDI was the least correlated with the criterion within the total population.

MSS - Promotability

The MIQ was most highly correlated with the MSS - promotability criterion, and the VDI was least correlated with the criterion within the total population.

MSS - Personal Adjustment

The MVII was most highly correlated with the MSS - personal adjustment criterion, while the 16PF and the MIQ were not significantly correlated with the criterion within the total population.

MSS - Conformance

The MIQ was most highly correlated with the MSS - conformance criterion, and the personal data were least correlated with the criterion within the total population.

MSS - Dependability

The MIQ was most highly correlated with the MSS - dependability criterion, while the 16PF was not significantly correlated with the criterion within the total population.

MSS - General Satisfactoriness

The MIQ was most highly correlated with the MSS - general satisfactoriness criterion, while the VDI was least correlated with the criterion within the total population.

An examination of the relative ability of the instruments to predict each criterion in the total population indicates that the MIQ most consistently is the most effective instrument for predicting six of the criteria of vocational student success based upon multiple correlations with each of these criteria (employed related vs other, MSQ - intrinsic, MSS - promotability, MSS - conformance, MSS - dependability, and MSS - general satisfactoriness). The personal data instrument is the most effective predictor of the employed related vs drop criterion, and is tied with the MVII and the 16PF as the most effective predictor of the grad vs drop criterion. The 16PF was the most effective predictor of the MSQ - extrinsic criterion, and was tied with the MIQ as the most effective predictor of the MSQ - general satisfaction criterion. The MVII was the most effective predictor of the MSS - personal adjustment criterion. The VDI was rather consistently a relatively poor predictor of all of the criteria.

Total Male Population

The relative ability of the instruments to predict a criterion within the total male population is presented in Table 3. The results are discussed separately for each criterion.

Grad vs Drop

The 16PF was most highly correlated with the grad vs drop criterion, while the VDI, personal data, and GATB were not significantly correlated with that criterion within the total male population.

Employed Related vs Other

The MIQ was most highly correlated with the employed related vs other criterion, while the GATB was the least correlated with that criterion within the total male population.

Employed Related vs Drop

The MIQ was most highly correlated with the employed related vs drop criterion, while the GATB was least correlated with that criterion within the total male population.

MSQ - Intrinsic

The GATB was most highly correlated with the MSQ - intrinsic criterion, while all of the other instruments were not significantly correlated with that criterion within the total male population.

MSQ - Extrinsic

The 16PF was most highly correlated with the MSQ - extrinsic criterion, while all of the other instruments except the MVII were not significantly correlated with that criterion within the total male population.

MSQ - General Satisfaction

The MVII was most highly correlated with the MSQ - general satisfaction criterion within the total male population, while all of the other instruments except the GATB were not significantly correlated with that criterion.

MSS - Promotability

The MVII was most highly correlated with the MSS - promotability criterion, while the 16PF, MIQ, and personal data were not significantly correlated with that criterion within the total male population.

MSS - Personal Adjustment

The VDI was most highly correlated with the MSS - personal adjustment criterion within the total male population, while all of the other instruments were not significantly correlated with that criterion.

MSS - Conformance

The MVII was most highly correlated with the MSS - conformance criterion within the total male population, while all of the other instruments except the VDI were not significantly correlated with that criterion.

MSS - Dependability

The VDI was most highly correlated with the MSS - dependability criterion, while all of the other instruments were not significantly correlated with that criterion within the total male population.

MSS - General Satisfactoriness

The MVII was most highly correlated with the MSS - general satisfactoriness criterion; while the 16PF, MIQ, and personal data were not significantly correlated with that criterion within the total male population.

An examination of the relative ability of the instruments to predict each criterion within the total male population indicates very little consistency. The GATB was the most effective predictor of the MSS - intrinsic criterion; the MVII was the most effective predictor of the MSQ - general satisfaction, MSS - promotability, MSS - conformance, and MSS - general satisfactoriness criteria. The 16PF was the most effective predictor of the grad vs drop and the MSQ - extrinsic criteria. The MIQ was the most effective predictor of the employed related vs other and the employed related vs drop criteria. The VDI was the most effective predictor of the MSS - personal adjustment and the MSQ - dependability criteria. The personal data were most consistently the poorest predictors of the criteria.

Total Female Population

The relative ability of the instruments to predict a criterion within the total female population is presented in Table 4. The results are discussed separately for each criterion.

Grad vs Drop

The MIQ was most highly correlated with the grad vs drop criterion within the total female population, while the VDI was least correlated with that criterion.

Employed Related vs Other

The MIQ was most highly correlated with the employed related vs other criterion, while the 16PF was not significantly correlated with that criterion within the total female population.

Employed Related vs Drop

The MIQ was most highly correlated with the employed related vs drop criterion, while the VDI was least correlated with that criterion within the total female population.

MSQ - Intrinsic

The MIQ was most highly correlated with the MSQ - intrinsic criterion the total female population, while the GATB, ~~MVII~~, and personal data were not significantly correlated with that criterion.

MSQ - Extrinsic

The 16PF was most highly correlated with the MSQ - extrinsic criterion, while the MVII, MIQ, VDI, and personal data were not significantly correlated with that criterion within the total female population.

MSQ - General Satisfaction

The 16PF was most highly correlated with the MSQ - general satisfaction criterion within the total female population, while the GATB, MVII, MIQ, and personal data were not significantly correlated with that criterion.

MSS - Promotability

The GATB and the MVII were tied for the highest correlation with the MSS - promotability criterion, while all of the other instruments were not significantly correlated with that criterion within the total female population.

MSS - Personal Adjustment

None of the instruments were significantly correlated with the MSS - personal adjustment criterion within the total female population.

MSS - Conformance

The MVII was most highly correlated with the MSS - conformance criterion, while all of the other instruments except the personal data were not significantly correlated with that criterion within the total female population.

MSS - Dependability

None of the instruments were significantly correlated with the MSS - dependability criterion within the total female population.

MSS - General Satisfactoriness

The MVII was most highly correlated with the MSS - general satisfactoriness criterion within the total female population, while all of the other instruments except the GATB were not significantly correlated with that criterion.

There was some consistency in terms of which instruments most effectively predicted the various criteria of success within the total female population. The

MIQ was the most effective predictor of the grad vs drop, employed related vs other, employed related vs drop, and MSQ - intrinsic criteria. The 16PF was the most effective predictor of the MSQ - extrinsic and the MSQ - general satisfaction criteria. The MVII was the most effective predictor of the MSS - conformance and the MSS - general satisfactoriness criteria, and was tied with the GATB as the most effective predictor of the MSS - promotability criterion. Again, as with the total male population, the personal data were least effective in predicting the criteria.

Summary

The results of the investigation into which instruments can best predict each of the various criteria of vocational student success tend to indicate that no one instrument is the most effective predictor of all the criteria. Table 6 summarizes the instruments that were most highly correlated with a criterion for each of the three total populations.

Three instruments stand out as being most useful in attempting to predict the success of vocational students. These instruments are: The Minnesota Vocational Interest Inventory, the Sixteen Personality Factor Questionnaire, and the Minnesota Importance Questionnaire. These instruments measure factors related to the interests, personality, and needs of an individual. The Minnesota Vocational Interest Inventory measures interests; the Sixteen Personality Factor Questionnaire measures dimensions of personality; and the Minnesota Importance Questionnaire measures needs a person would like to have satisfied by a job. These findings strongly imply that the basic factors which are related to the success of a vocational school graduate are those factors related to his personal interests, personality, and needs.

TABLE 6

INSTRUMENT MOST HIGHLY CORRELATED WITH EACH CRITERION
FOR THE THREE TOTAL POPULATIONS

CRITERIA	TOTAL POPULATION	TOTAL MALE POPULATION	TOTAL FEMALE POPULATION
Grad vs Drop	Personal Data, MVII, 16PF	16PF	MIQ
Employed Related vs Other	Personal Data	MIQ	MIQ
Employed Related vs Drop	Personal Data	MIQ	MIQ
MSQ - Intrinsic Satisfaction	MIQ	GATB	MIQ
MSQ - Extrinsic Satisfaction	16PF	16PF	16PF
MSQ - General Satisfaction	16PF, MIQ	MVII	16PF
MSS - Promotability Competence	MIQ	MVII	GATB, MVII
MSS - Personal Adjustment	MVII	VDI	None Significant
MSS - Conformance	MIQ	MVII	MVII
MSS - Dependability	MIQ	VDI	None Significant
MSS - General Satisfactoriness	MIQ	MVII	MVII

The Most Effective Sub-Set of the Project MINI-SCORE Test Battery Scales for Predicting Vocational Student Success

The third objective of this sub-study was to determine which sub-set of all of the test instrument scales contained in the test battery, and which sub-set of all of the personal data variables, are the most effective predictors of vocational student success. This section of the study should enable persons interested in test development to determine which types of constructs measured by the various instruments contained in the battery were most highly correlated with each of the criteria of success.

The procedure used to analyze the data was step-wise regression, which proceeded to drop out those variables, one at a time, which contributed least to the prediction of the criterion. Variables were successively dropped out until all variables remaining in the equation had beta coefficients which were significant at the .05 level of significance. In other words, one can be 95% confident that each variable remaining in an equation resulting from the step-wise regression procedure made some contribution to that particular equation. This does not say that the variables in the equation would necessarily make the same contribution if they were combined with other variables in a different equation to predict the same criterion. The above procedure was repeated for each criterion of vocational student success using first, the total combination of test instrument scales (not including the MSAT) and second, the personal data variables. The procedure was repeated for each of the three major populations (total population, total male population, total female population). The results are presented in Tables 1C through 6C of Appendix C and are discussed below as a series of generalizations obtained from reviewing the analyses within all three populations.

If one reviews Tables 1C through 6C, it is quite obvious that there is considerable variation between those variables which predict the same criterion in

each of the populations [e.g., those test scales remaining in the equation to predict the grad vs drop criterion for the total population (Table 1C) do not agree well with those that predict the grad vs drop criterion in the total female population (Table 5C) or the total male population (Table 3C)]. This becomes understandable when the results pertaining to the personal data variable "sex" in the total population analyses are reviewed (see Table 2C). Sex is the only variable that was consistently related to the prediction of each of the eleven criteria within the total population. This strongly indicates that the weighting of instrument scales which is most influential in predicting the success of males is different from that most influential in predicting the success of females.

Such a consistent finding implies that counseling aids developed for use with males would probably not be effective if used with females and vice versa. Also, counseling aids developed for the total group would probably not be as effective as those developed for males and females separately. Therefore, Project MINI-SCORE developed separate counseling aids for each sex.

Besides there being little agreement between those variables that predict the same criterion within different populations, there is also little agreement between the variables which predict different success criteria within a population. No one variable or instrument scale is significantly related to all of the criteria within any of the three populations. This finding implies that the instrument scales which are most effective in predicting success defined in one way are different from those that would be effective in predicting success defined in another way.

Although few consistent findings are apparent from reviewing Tables 1C through 6C, there appear to be some relative groupings of the criteria which seem to be related to similar types of predictive scales. There appears to be some consistency

in those scales that predict the grad vs drop and the employed related vs drop criteria. This is probably explained by the fact that the drop-outs were included in both of these criteria. The second group of criteria which appear to be related to a somewhat similar pattern of predictive scales are the intrinsic satisfaction and the general satisfaction scales included in the Minnesota Satisfaction Questionnaire. This is also understandable, since the general satisfaction scale includes portions of the intrinsic scale.

The reader can determine which scales are most predictive of a given criterion in a specific population by examining the appropriate table (see Tables 1C - 6C). The zero-order correlations between each scale of each instrument and the criteria can be found in Appendix B.

In addition to examining which scales are effective in predicting a criterion, it is important to examine the size of the relationship between the measures and the criteria. This information is presented at the end of each of the tables in the form of multiple correlation coefficients. The multiple correlations between the total set of test scales (63 variables) and the criteria are presented in Tables 1C, 3C, and 5C for each of the three populations. Also presented are the multiple correlations between those variables remaining in the comparable equations resulting from the step-wise analyses and the criteria.

The extent of the relationships between all of the test scales and the criteria were not impressive. None of the multiple correlation coefficients between the total set of 63 instrument scales and the criteria were above .40 for any of the three populations. Most of the multiple correlations were in the .20's and .30's. After being subjected to step-wise regression, the number of variables remaining in the equations was greatly reduced. Although the number of variables was greatly reduced, in many instances the multiple correlation coefficient was not greatly changed. In other words, many of the 63 variables were not significantly adding to the prediction of the criteria.

An examination of results presented in Tables 2C, 4C, and 6C pertaining to the personal data revealed similar findings except that the ability of the personal data variables to predict the criteria was less than that of the test data. The multiple correlation coefficients between the personal data and the criteria were most often about .10. After being subjected to the step-wise regression procedure, the correlations did not shrink to any large extent.

Summary

There was little agreement in terms of the test scales or in terms of the personal variables included in the Project MINI-SCORE battery that most effectively predicted the different measures of vocational student success. There was also little agreement between populations in terms of those scales that most effectively predicted the same criterion. The findings also indicate that the test instruments and the personal data were not very effective in predicting vocational student success as judged by the magnitude of the multiple correlations. The multiple correlations were quite small.

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APPENDIX A

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS AND THE CRITERIA, FOR EACH POPULATION

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Employed Related versus Other	2A	45
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MSQ	4A	51
MSS	5A	55

TABLE 1A

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS AND THE CRITERION GRAD VERSUS DROP FOR EACH POPULATION (Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level		CURRICULUMS								
INSTRUMENT	SCALES	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
GATB	1. G-Intelligence	.	-*	.	*	*	*	.	.	*
	2. V-Verbal Aptitude	.	-*	.	.	.	*	.	.	*
	3. N-Numerical Aptitude	.	.	.	.	*	*	.	.	*
	4. S-Spatial Aptitude	.	.	.	.	.	*	.	.	*
	5. P-Form Perception	.	.	.	.	.	.	*	.	*
	6. Q-Clerical Perception	.	-*	.	.	*	*	*	.	*
	7. K-Motor Coordination	.	.	.	.	.	.	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	*	*	*	.	*
MVII	H-1 Mechanical	*	*	.	.	.	.	*	.	-*
	H-2 Health Service	-*	.	.	.	*	.	*	.	*
	H-3 Office Work	.	.	.	*	.	.	*	.	.
	H-4 Electronics	.	.	.	.	.	.	*	.	-*
	H-5 Food Service	.	.	.	.	.	*	*	.	*
	H-6 Carpentry	.	.	.	.	.	.	.	*	.
	H-7 Sales-Office	-*	-*	.	.	.	.	*	-*	.
	H-8 Clean Hands	.	.	.	.	.	.	*	.	.
	H-9 Outdoors	*	*	.	.	.	.	*	.	.
	MULTIPLE CORRELATION	.	*	*	.	.	.	*	*	*
16 PF	A-Aloof vs Outgoing	-*	.	.	.	.	.	.	-*	.
	B-Dull vs Bright	.	.	.	.	.	.	.	.	.
	C-Emotional vs Mature	.	.	.	.	.	.	.	.	.
	E-Submissive vs Dominant	-*	-*	.	-*	.	.	*	-*	-*
	F-Glum vs Enthusiastic	.	.	.	.	.	.	.	-*	.
	G-Casual vs Conscientious	.	*	.	.	.	.	*	*	.
	H-Timid vs Adventurous	-*	.	.	.	.	.	.	.	.
	I-Tough vs Sensitive	.	-*	.	.	.	.	*	.	.
	L-Trustful vs Suspecting	.	.	.	.	.	-*	*	.	-*
	M-Conventional vs Eccentric	.	.	.	-*	.	.	.	.	-*
	N-Simple vs Sophisticated	.	.	.	.	.	.	*	-*	.
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.
	Q1-Conservative vs Experiment	.	.	.	.	.	.	*	.	.
	Q2-Dependent vs Self-Suf.	.	.	.	.	.	-*	*	.	.
	Q3-Uncontrol vs Self-Control	.	.	-*	.	.	.	.	.	*
	Q4-Stable vs Tense	.	.	.	.	.	.	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	.	.	*	*	*

TABLE 1A (Continued)

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS AND THE CRITERION GRAD VERSUS DROP FOR EACH POPULATION (Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level		CURRICULUMS								
INSTRUMENT	SCALES	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
MIQ	1. Ability Utilization	.	.	.	.	.	.	.	.	*
	2. Achievement	.	.	.	.	.	.	*	.	*
	3. Activity	.	.	.	.	.	.	.	.	.
	4. Advancement	.	.	.	.	.	.	.	.	.
	5. Authority	.	.	.	.	.	.	*	.	.
	6. Company Prac. and Pol.	.	.	.	.	.	.	.	.	.
	7. Compensation I	.	.	.	.	.	.	.	.	.
	8. Co-workers	.	.	.	.	.	.	.	.	.
	9. Creativity	.	.	.	.	.	.	.	.	*
	10. Independence	.	.	.	.	.	.	.	.	.
	11. Moral Value	.	.	.	.	.	.	*	.	-*
	12. Recognition	.	.	.	.	.	.	.	.	*
	13. Responsibility	.	.	.	.	.	.	.	.	.
	14. Security	.	.	.	.	.	.	.	.	.
	15. Social Service	-*	.	.	.	.	.	*	.	.
	16. Social Status	-*	.	.	.	.	.	.	.	*
	17. Supervision (Human Relations)	.	.	.	.	.	.	.	.	.
	18. Supervision (Technical)	.	.	.	.	.	.	.	.	.
	19. Variety	.	.	.	.	.	.	.	.	.
	20. Working Conditions	.	.	.	.	.	.	.	.	.
	21. Work Challenge	-*	.	.	.	.	.	-*	.	.
	22. Company Image	.	.	.	.	.	.	.	.	.
	23. Organizational Control	.	.	.	.	.	.	.	.	.
	24. Feedback	-*	.	.	.	-*	.	.	.	.
	25. Physical Facilities	.	.	.	.	.	.	.	.	.
	26. Work Relevance	-*	.	.	.	.	.	.	.	.
	27. Company Prestige	-*	*	.	.	.	.	.	.	.
	28. Company Goals	-*	.	.	.	.	.	.	.	.
	29. Closure	.	.	.	.	.	.	.	.	.
	30. Compensation II	.	.	.	.	.	.	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	.	.	*	*	*
VDI		.	.	.	*	.	.	*	.	*
MSAT		.	.	.	.	.	.	.	.	.

TABLE 1A (Continued)

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS AND THE CRITERION GRAD VERSUS DROP FOR EACH POPULATION (Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level		CURRICULUMS								
INSTRUMENT	SCALES	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
PERSONAL VARIABLES	Age	.	.	.	.	.	.	.	.	.
	Years of Education	.	.	.	.	-*	.	.	.	.
	No. of Dependents	.	.	.	.	.	.	.	.	.
	Married	.	.	.	.	.	.	.	.	.
	Prior H.S. Voc. Ed.	.	.	.	.	.	.	.	.	.
	Prior Post-High Voc. Ed.	.	.	.	.	.	.	.	.	.
	Prior Related Work Exp.	.	*	.	.	.	.	.	.	*
	Prior Unrelated Work Exp.	.	.	.	.	.	.	.	.	.
	Sex							-*		

TABLE 2A

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS
AND THE CRITERION EMPLOYED RELATED VERSUS OTHER FOR EACH POPULATION
(Significant negative correlations are indicated with
a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level

INSTRUMENT	SCALES	CURRICULUMS: Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
GATB	1. G-Intelligence	.	.	.	.	.	.	*	*	*
	2. V-Verbal Aptitude	.	.	.	*	-*	.	*	.	.
	3. N-Numerical Aptitude	.	.	.	*	.	*	*	.	*
	4. S-Spatial Aptitude	.	.	.	.	.	.	.	*	.
	5. P-Form Perception	.	.	.	.	.	.	*	.	.
	6. Q-Clerical Perception	.	.	.	.	.	.	*	.	.
	7. K-Motor Coordination	.	.	.	*	.	.	*	.	.
	MULTIPLE CORRELATION	.	.	.	*	.	.	*	*	*
MVII	H-1 Mechanical	*	.	.	-*	.	.	-*	*	-*
	H-2 Health Service	.	.	.	.	.	-*	*	.	*
	H-3 Office Work	.	.	.	.	.	*	*	.	.
	H-4 Electronics	.	.	.	.	.	.	-*	.	-*
	H-5 Food Service	.	.	.	.	.	.	*	-*	.
	H-6 Carpentry	.	-*	.	.	.	.	.	.	.
	H-7 Sales-Office	-*	.	.	.	.	.	*	.	.
	H-8 Clean Hands	.	.	.	.	.	*	.	-*	.
	H-9 Outdoors	.	.	.	.	.	.	-*	.	.
	MULTIPLE CORRELATION	*	*	.	*	.	.	*	*	*
16 PF	A-Aloof vs Outgoing	.	.	.	.	.	.	*	.	.
	B-Dull vs Bright	.	.	.	*	.	.	*	.	*
	C-Emotional vs Mature	.	.	.	.	.	.	.	.	.
	E-Submissive vs Dominant	.	.	.	.	.	.	-*	.	.
	F-Glum vs Enthusiastic	.	.	.	.	.	.	.	*	.
	G-Casual vs Conscientious	.	.	.	.	.	*	*	.	.
	H-Timid vs Adventurous	.	.	.	.	.	.	.	.	.
	I-Tough vs Sensitive	.	.	.	*	.	.	*	.	.
	L-Trustful vs Suspecting	.	.	.	.	.	.	.	.	.
	M-Conventional vs Eccentric	.	.	.	.	.	.	.	.	.
	N-Simple vs Sophisticated	.	.	.	.	.	.	.	.	.
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.
	Q1-Conservative vs Experiment	.	.	.	.	.	.	.	.	.
	Q2-Dependent vs Self-Suf.	.	.	.	.	.	.	.	.	.
	Q3-Uncontrol vs Self-Control	.	.	.	.	.	.	*	*	.
	Q4-Stable vs Tense	.	.	-*	.	.	.	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	.	.	*	*	.

TABLE 2A (Continued)

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS
AND THE CRITERION EMPLOYED RELATED VERSUS OTHER FOR EACH POPULATION
(Significant negative correlations are indicated with
a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level

INSTRUMENT	SCALES	CURRICULUMS: Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
MIQ	1. Ability Utilization	.	.	*	.	.	.	*	*	*
	2. Achievement	.	.	*	.	.	.	*	.	.
	3. Activity	.	.	*	.	.	.	*	.	.
	4. Advancement	.	.	.	.	.	.	.	.	*
	5. Authority	.	.	.	.	.	.	.	*	.
	6. Company Prac. and Pol.	.	.	*	.	.	.	.	.	.
	7. Compensation I	.	.	*	.	.	.	-*	.	.
	8. Co-workers	.	.	.	.	.	.	*	.	.
	9. Creativity	.	.	.	.	.	.	.	.	.
	10. Independence	.	.	.	.	.	.	-*	.	-*
	11. Moral Value	.	.	*	.	.	.	*	-*	.
	12. Recognition	.	.	.	.	.	.	-*	*	.
	13. Responsibility	.	.	.	.	.	.	.	.	.
	14. Security	.	.	.	.	*	-*	.	.	.
	15. Social Service	.	.	*	.	.	.	*	*	.
	16. Social Status	.	.	.	.	.	*	.	*	*
	17. Supervision (Human Relations)	.	.	*	.	.	.	.	.	.
	18. Supervision (Technical)	.	.	.	.	.	.	.	*	.
	19. Variety	*	*	.	.	.	.	.	*	.
	20. Working Conditions	.	.	.	.	.	.	.	.	.
	21. Work Challenge	.	.	.	.	*	.	.	.	.
	22. Company Image	.	.	.	.	.	.	.	.	.
	23. Organizational Control	.	.	.	.	.	.	-*	.	.
	24. Feedback	.	.	.	.	.	.	.	.	-*
	25. Physical Facilities	.	.	.	.	.	.	-*	.	.
	26. Work Relevance	.	.	*	.	.	.	.	.	.
	27. Company Prestige	.	.	*	.	.	.	*	.	.
	28. Company Goals	.	.	*	.	.	.	.	*	*
	29. Closure	.	.	*	.	.	.	.	.	
	30. Compensation II	.	.	.	.	.	.	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	.	.	*	*	*
VDI		.	.	.	.	.	.	*	*	*
MSAT		.	.	.	*	.	.	.	.	*

TABLE 2A (Continued)

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS
AND THE CRITERION EMPLOYED RELATED VERSUS OTHER FOR EACH POPULATION
(Significant negative correlations are indicated with
a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level		Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
INSTRUMENT	SCALES									
PERSONAL VARIABLES	Age	*	.	.	.	.	-*	.	*	.
	Years of Education	.	.	.	.	.	.	.	.	.
	No. of Dependents	.	.	.	.	.	-*	.	*	.
	Married	*	.	.	.	.	.	*	*	.
	Prior H.S. Voc. Ed.	.	.	.	.	.	.	.	.	.
	Prior Post-High Voc. Ed.	.	.	.	.	.	.	.	.	.
	Prior Related Work Exp.	*	.	.	.	.	.	*	.	*
	Prior Unrelated Work Exp.	.	.	.	.	.	.	.	*	.
	Sex							-*		

TABLE 3A

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS
AND THE CRITERION EMPLOYED RELATED VERSUS DROP FOR EACH POPULATION
(Significant negative correlations are indicated with
a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at
α = .05 level

INSTRUMENT	SCALES	CURRICULUMS								
		Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
GATB	1. G-Intelligence	.	-*	.	*	*	*	*	.	*
	2. V-Verbal Aptitude	.	.	-*	.	.	*	*	.	*
	3. N-Numerical Aptitude	.	.	.	.	*	*	*	.	*
	4. S-Spatial Aptitude	.	.	*	.	.	*	.	*	*
	5. P-Form Perception	.	.	.	.	.	*	*	.	*
	6. Q-Clerical Perception	.	.	.	.	*	*	*	.	*
	7. K-Motor Coordination	.	.	.	.	.	.	*	.	.
	MULTIPLE CORRELATION	.	.	*	.	*	*	*	*	*
MVII	H-1 Mechanical	.	.	.	-*	.	-*	-*	*	-*
	H-2 Health Service	*	.	.	.	*	.	*	.	*
	H-3 Office Work	.	.	.	*	.	.	*	.	.
	H-4 Electronics	.	.	.	.	.	.	-*	.	-*
	H-5 Food Service	.	.	.	.	.	*	*	.	*
	H-6 Carpentry	-*	.	.	.	.	.	.	*	.
	H-7 Sales-Office	-*	-*	.	.	.	.	*	-*	.
	H-8 Clean Hands	.	.	.	.	.	.	*	.	.
	H-9 Outdoors	.	*	.	.	.	.	-*	*	.
	MULTIPLE CORRELATION	*	.	.	.	.	.	*	*	*
16 PF	A-Aloof vs Outgoing	.	.	.	.	.	.	*	.	.
	B-Dull vs Bright	.	.	.	.	.	.	.	.	.
	C-Emotional vs Mature	.	.	.	.	.	.	.	.	.
	E-Submissive vs Dominant	-*	-*	.	-*	.	.	-*	-*	-*
	F-Glum vs Enthusiastic	.	.	.	.	.	.	.	.	.
	G-Casual vs Conscientious	*	*	.	.	.	.	*	*	*
	H-Timid vs Adventurous	.	.	.	.	.	.	.	.	.
	I-Tough vs Sensitive	.	-*	.	.	.	.	*	.	.
	L-Trustful vs Suspecting	.	.	.	.	.	-*	-*	-*	-*
	M-Conventional vs Eccentric	.	.	.	-*	.	.	.	-*	-*
	N-Simple vs Sophisticated	.	.	.	.	*	.	*	-*	.
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.
	Q1-Conservative vs Experiment	.	.	.	.	.	.	-*	.	-*
	Q2-Dependent vs Self-Suf.	.	.	.	.	.	-*	.	.	-*
	Q3-Uncontrol vs Self-Control	*	.	.	.	.	.	.	.	*
	Q4-Stable vs Tense	.	.	.	.	.	.	*	.	.
	MULTIPLE CORRELATION	.	.	.	.	.	.	*	*	*

TABLE 3A (Continued)

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS
AND THE CRITERION EMPLOYED RELATED VERSUS DROP FOR EACH POPULATION
(Significant negative correlations are indicated with
a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level		CURRICULUMS								
INSTRUMENT	SCALES	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
MIQ	1. Ability Utilization	.	.	.	.	.	.	*	*	*
	2. Achievement	.	.	.	.	.	.	*	.	*
	3. Activity	.	.	.	.	.	.	-*	.	.
	4. Advancement	.	.	.	.	.		-*	.	.
	5. Authority	.	*	.	.	.	.	-*	.	.
	6. Company Prac. and Pol.	.	.	*	.	.	.	*	.	.
	7. Compensation I	.	.	.	.	.	.	-*	.	.
	8. Co-workers	.	.	.	.	.	.	*	.	.
	9. Creativity	.	.	.	.	.	.	-*	.	*
	10. Independence	.	.	.	.	.	.	-*	.	.
	11. Moral Values	.	.	.	.	.	.	*	-*	-*
	12. Recognition	.	.	.	.	.	.	-*	*	*
	13. Responsibility	.	.	.	.	.	.	-*	.	.
	14. Security	.	.	.	.	.	-*	.	.	.
	15. Social Service	.	.	.	.	.	.	*	.	.
	16. Social Status	.	*	.	.	.	.	-*	.	*
	17. Supervision (Human Relations)	.	.	.	.	.	.	.	.	.
	18. Supervision (Technical)	.	.	.	.	.	.	.	.	.
	19. Variety	.	.	.	.	.	.	.	.	.
	20. Working Conditions	.	.	*	.	.	.	.	.	.
	21. Work Challenge	.	*	.	.	.	.	-*	.	.
	22. Company Image	.	.	*	.	.	.	*	.	.
	23. Organizational Control	.	.	.	.	.	.	-*	.	.
	24. Feedback	.	.	.	.	-*	.	-*	.	.
	25. Physical Facilities	.	.	.	.	.	.	-*	-*	.
	26. Work Relevance	.	.	.	.	.	.	.	.	.
	27. Company Prestige	.	*	*	.	.	.	*	.	.
	28. Company Goals	.	*	.	.	.	.	.	*	.
	29. Closure	.	.	.	.	.	.	.	.	.
	30. Compensation II	.	.	*	.	.	.	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	*	.	*	*	*
VDI		.	.	.	*	.	.	*	*	*
MSAT		.	.	.	.	.	*	*	.	*

TABLE 3A (Continued)

SIGNIFICANT CORRELATIONS BETWEEN THE INSTRUMENTS
AND THE CRITERION EMPLOYED RELATED VERSUS DROP FOR EACH POPULATION
(Significant negative correlations are indicated with
a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level		CURRICULUMS								
INSTRUMENT	SCALES	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
PERSONAL VARIABLES	Age	*	.	.	.	-*	.	.	*	.
	Years of Education	.	.	.	.	.	.	.	.	.
	No. of Dependents	.	.	.	.	.	.	.	*	.
	Married	.	.	.	.	.	.	.	*	.
	Prior H. S. Voc. Ed.	.	.	-*	.	-*	.	.	*	.
	Prior Post-High Voc. Ed.	.	.	*	.	.	.	.	*	.
	Prior Related Work Exp.	.	.	.	.	.	.	*	*	*
	Prior Unrelated Work Exp.	.	.	.	.	.	.	-*	.	.
	Sex							-*		

TABLE 4A

SIGNIFICANT ZERO-ORDER AND MULTIPLE CORRELATIONS BETWEEN THE INSTRUMENTS AND THE MSQ CRITERIA FOR EACH POPULATION

(Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlations Significant at α = .05 level

INSTRUMENT	SCALES	CRITERIA: MSQ-1 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	MSQ-2 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	MSQ-3 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
GATB	1. G-Intelligence	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	2. V-Verbal Aptitude	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	*	.	.	.	.	.	.	*	.	.
	3. N-Numerical Aptitude	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	*	.	*	.	.	.	.	.	*	*	.	*
	4. S-Spatial Aptitude	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.
	5. P-Form Perception	*	.	.	.	.	*	*	.	*	*	.	.	.	.	.	*	.	.	.	*	.	.	.	.	*	.	*
	6. Q-Clerical Perception	.	.	.	.	.	.	*	.	.	.	.	.	.	.	*	*	.	.	.	.	.	.	.	.	*	.	.
	7. K-Motor Coordination	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.	.
	MULTIPLE CORRELATION	*	.	.	.	.	*	*	.		.	.	.	.	.	*	.	*		*	.	.	.	.	*	*	*	
MVII	H-1 Mechanical	.	.	.	.	-*	*	.	.		.	.	.	.	-*	*	.	.		.	.	.	.	-*	*	.	.	
	H-2 Health Service	.	.	.	.	.	*	.	*		.	.	.	.	-*	.	.	.		.	.	.	.	.	*	.	.	
	H-3 Office Work	.	.	.	.	.	.	-*			.	.	.	.	.	*	.	.		.	.	.	.	.	.	.	.	
	H-4 Electronics	.	.	.	.	-*	.	.			.	.	.	.	.	.	.	.		.	.	.	.	.	*	.	.	
	H-5 Food Service	-*	.	.	.	.	.	.			-*	.	.	.	-*	.	.	.		-*	.	.	.	-*	.	.	.	
	H-6 Carpentry	.	.	.	.	.	.	.			.	.	.	.	.	.	-*			.	.	.	.	.	.	-*		
	H-7 Sales-Office	-*	.	.	.	.	*	.			*	.	.	.	.	.	.	.		-*	.	.	.	.	.	.	.	
	H-8 Clean Hands	.	.	.	.	.	.	.			.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	
	H-9 Outdoors	.	.	.	.	-*	.	.			.	.	.	.	-*	.	.	.		.	.	.	.	-*	.	.	.	
	MULTIPLE CORRELATION	.	.	.	.	*	*	.	.		.	.	.	.	*	*	*	.		.	.	.	.	*	*	*	.	
16 PF	A-Aloof vs Outgoing	.	-*	.	.	.	*	.	*		.	.	.	.	.	.	.	.		.	.	.	.	.	*	.	.	
	B-Dull vs Bright	.	.	.	-*	.	.	.	.		.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	
	C-Emotional vs Mature	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	

TABLE 4A (Continued)

SIGNIFICANT ZERO-ORDER AND MULTIPLE CORRELATIONS BETWEEN
THE INSTRUMENTS AND THE MSQ CRITERIA FOR EACH POPULATION

(Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlations Significant at α = .05 level

INSTRUMENT	SCALES	CRITERIA: MSQ-1 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	MSQ-2 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	MSQ-3 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
16 PF	E-Submissive vs Dominant	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.
	F-Glum vs Enthusiastic	.	.	.	.	.	.	*	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	*
	G-Casual vs Conscientious	.	.	.	.	.	*	*	*	.	.	.	.	.	.	.	*	*	.	.	.	.	.	-*	*	*	*	
	H-Timid vs Adventurous	.	.	.	.	.	.	*	.	*	.	*	.	.	.	.	*	.	*	.	.	.	.	.	.	*	.	*
	I-Tough vs Sensitive	.	.	.	.	.	*	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	*	*	.	.
	L-Trustful vs Suspecting	.	.	.	.	.	-*	*	-*	*	.	.	.	-*	*	-*	-*	-*	-*	.	.	.	.	.	*	-*	-*	-*
	M-Conventional vs Eccentric	.	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.
	N-Simple vs Sophisticated	-*	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Q1-Conservative vs Experiment	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.
	Q2-Dependent vs Self-Suf.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Q3-Uncontrol vs Self-Control	.	.	.	.	.	*	*	*	.	-*	*	*	*	.	*	.	.	*	.	*	.	*	*	*	*	*	*
	Q4-Stable vs Tense	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	.	*	.	*		.	.	.	.	*	*	*	*	*	.	.	.	.	*	*	.	*	
MIQ	1. Ability Utilization	.	.	.	.	.	*	.	*		.	.	.	.	.	.	*	.	.	.	.	.	.	.	*	.	*	
	2. Achievement	*	.	.	.	.	*	*	*		.	.	.	.	.	.	*	.	.	.	.	.	.	.	*	*	*	
	3. Activity	*	.	.	.	.	*	*	*		.	.	.	.	.	.	.	.	*	.	.	.	.	.	*	*	*	
	4. Advancement	.	.	.	.	.	.	*	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	
	5. Authority	.	.	*	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	
	6. Company Prac. and Pol.	.	.	.	.	.	.	.	.		.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.	
	7. Compensation I	*	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	
	8. Co-workers	.	.	*	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	
	9. Creativity	.	.	.	.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	

TABLE 4A (Continued)

SIGNIFICANT ZERO-ORDER AND MULTIPLE CORRELATIONS BETWEEN THE INSTRUMENTS AND THE MSQ CRITERIA FOR EACH POPULATION

(Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlations Significant at α = .05 level		CRITERIA																								
		MSQ-1									MSQ-2									MSQ-3						
INSTRUMENT	SCALES	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
MIQ	10. Independence	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	11. Moral Value	.	.	.	*	.	.	*	-*	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	-*	*
	12. Recognition	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.
	13. Responsibility	.	.	.	.	.	*	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	*	.
	14. Security	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.
	15. Social Service	.	.	.	.	.	*	*	.	.	.	.	.	*	.	.	*	.	.	.	.	.	.	.	.	*	*	.	.
	16. Social Status	.	.	.	.	.	.	.	*	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	*
	17. Supervision (Human Relations)	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	18. Supervision (Technical)	*	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	19. Variety	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.
	20. Working Conditions	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.
	21. Work Challenge	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.
	22. Company Image	.	.	*	.	.	.	*	.	.	.	.	.	.	*	*	*	.	.	.	.	*	.	*	*	*	.	.	
	23. Organizational Control	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*
	24. Feedback	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	*	*	.
	25. Physical Facilities	.	.	*	.	.	.	.	*	.	.	.	.	.	*	.	.	.	*	.	.	*	.	.	.	.	*	.	
	26. Work Relevance	.	.	.	.	.	*	*	.	.	.	.	.	.	.	*	*	.	.	.	.	.	.	.	.	*	*	.	.
	27. Company Prestige	.	.	*	.	.	*	*	*		.	.	.	*	.	.	*	*	*	.	.	*	*	.	.	*	*	*	
	28. Company Goals	.	.	*	.	.	*	*	*	*	.	.	.	.	.	*	*	.	*	.	.	.	.	.	.	*	*	*	*
	29. Closure	.	.	.	.	.	.	.	*	.	.	.	.	.	*	.	.	*	*	.	.	.	.	.	.	.	.	*	*
	30. Compensation II	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

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TABLE 4A (Continued)

SIGNIFICANT ZERO-ORDER AND MULTIPLE CORRELATIONS BETWEEN
THE INSTRUMENTS AND THE MSQ CRITERIA FOR EACH POPULATION

(Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlation Significant at α = .05 level

INSTRUMENT	SCALES	CRITERIA: MSQ-1 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	MSQ-2 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	MSQ-3 Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
	MULTIPLE CORRELATION	.	.	.	.	.	.	*	*	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.
VDI		.	.	.	*	.	.	*	.	*	.	.	.	.	.	.	.	*	.	.	.	.	.	*	.	.	*	.	*
MSAT		.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	*	*	.	*	.	.	.	.	.	.	*	.	*
PERSONAL VARIABLES	Age	-*	.	.	.	.	.	*	.	*	.	.	.	.	*	.	.	.	*	-*	.	.	.	.	.	*	.	*
	Years of Education	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	No. of Dependents	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Married	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*
	Prior H.S. Voc. Ed.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Prior Post-High Voc. Ed.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Prior Related Work Exp.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.
	Prior Unrelated Work Exp.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Sex						-*										.								-*			

TABLE 5A

SIGNIFICANT ZERO-ORDER AND MULTIPLE CORRELATIONS BETWEEN
THE INSTRUMENTS AND THE MSS CRITERIA FOR EACH POPULATION
(Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlations Significant at α = .05 level		CRITERIA																																			
		MSS-1									MSS-2									MSS-3									MSS-4							MSS-5				
INSTRUMENT	SCALES	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Male	Female
GATB	1. G-Intelligence	*	.	.	*	.	*	*	*	*	*	.	.	.	.	.	*	.	.	*	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	*	*	*
	2. V-Verbal Aptitude	.	.	.	*	.	.	*	.	*	.	.	.	.	.	.	*	.	.	*	.	.	.	.	.	.	*	.	.	.	.	*	.	.	.	.	.	*	.	.	.	.	*	.	*
	3. N-Numerical Aptitude	.	.	.	*	.	*	*	*	*	*	.	.	.	.	.	*	*	.	.	.	.	.	.	.	.	*	*	*	.	.	.	.	.	.	*	.	.	*	.	.	.	.	*	*	*
	4. S-Spatial Aptitude	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	*	.	.	.	.	.	.	.	-*	*	.	.	.	.	.	.	.	.
	5. P-Form Perception	.	.	.	.	.	.	*	*	.	.	.	.	.	.	*	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.
	6. Q-Clerical Perception	.	.	.	*	.	.	*	*	*	.	.	.	.	.	*	*	.	.	.	.	.	*	.	*	*	*	.	*	.	-*	.	.	.	.	*	.	.	.	.	.	*	.	*	*	*
	7. K-Motor Coordination	.	.	.	.	.	.	*	*	*	.	.	.	.	.	.	*	.	*	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	*	*	*
	MULTIPLE CORRELATION	.	.	.	*	.	*	*	*	*	.	.	.	.	.	*	*	.	.	*	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	*	.	*	*	*
MVII	H-1 Mechanical	*	.	.-*	.	.-*	.	.	.	.	*	.	*	.	.	.-*	.	.	.	*	.	.-*	.	.-*	.-*	.	.	.	*	*	.	.	.	.-*	.	.	.	.	*	.	.-*	.	.-*	.	.	.
	H-2 Health Service	.	.	.	.	.-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.-*	.	.	.	.	.	.-*	.	.	.	.	.	.	.	.	.	.	.	.	.-*	.	.	.
	H-3 Office Work	.	.	.	.	.	*	*	.	*	-*	.	.	.	.	*	*	.	.	.	.	.	*	.	.	*	.	*	*	.	.	.	.	.	*	*	.	.	.	.	.	.	.	.	*	*	.	*
	H-4 Electronics	.	.	.-*	-*	.	*	.	.	.	.	.	.	.	.	.-*	.	.	.	.	*	.-*	-*	.	.-*	.-*	.	.	.	*	.	.	.-*	-*	.-*	.	.	.	.	.	.-*	-*	.-*	.-*	.	.	.
	H-5 Food Service	.	-*	.	.	.-*	.	.	.-*	.	.-*	.	.	.	.	.	.-*	.	.	.	.	.	.	.	.-*	.-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	H-6 Carpentry	.	.	*	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	H-7 Sales-Office	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.
	H-8 Clean Hands	.	.	.	.-*	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.
	H-9 Outdoors	.	.	.	.	.	.-*	*	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.-*	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	.	*	*	*	*	.	*	.	.	.	.	*	.	.	.	.	.	.	.	.	*	*	*	*	.	.	.	.	.	.	*	*	*	.	.	.	.	.	*	*	*	*
16 PF	A-Aloof vs Outgoing	-*	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	-*	.
	B-Dull vs Bright	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.
	C-Emotional vs Mature	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	E-Submissive vs Dominant	.-*	.	.	.	.-*	-*	.	.	.	.	.-*	.-*	.	*	.	.	.	.	.	.-*	.	.	.-*	-*	.	.	.	.	.	.-*	.	.	.	.	.	.	.	.-*	-*	.	.	.-*	-*	.	.
	F-Glum vs Enthusiastic	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.-*	.	.	.	.	.	.	.	.	.
	G-Casual vs Conscientious	-*	.	*	.	.	*	*	.	.	-*	.	.-*	.	.	.	.	.	.	-*	*	*	.	.	*	*	.	.	.	-*	.	.-*	.	*	.	.	.	.	-*	.	*	.	.	*	*	.	.
	H-Timid vs Adventurous	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.
	I-Tough vs Sensitive	.	.	.	.	.	.	*	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	*	.	.

TABLE 5A (Continued)

SIGNIFICANT ZERO-ORDER AND MULTIPLE CORRELATIONS BETWEEN THE INSTRUMENTS AND THE MSS CRITERIA FOR EACH POPULATION

(Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlations Significant at α = .05 level

INSTRUMENT	SCALES	CRITERIA																													
		MSS-1								MSS-2								MSS-3								MSS-4							
		Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler
16 PF	L-Trustful vs Suspecting	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	M-Conventional vs Eccent.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	N-Simple vs Sophisticated	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Q1-Conservative vs Exper.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	-*	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.
	Q2-Dependent vs Self-Suf.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.
	Q3-Uncontrol vs Self-Cont.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Q4-Stable vs Tense	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	MULTIPLE CORRELATION	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	*	.	.	.	.	.	.
MIQ	1. Ability Utilization	.	.	.	.	*	.	*	*	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.
	2. Achievement	.	.	.	.	*	.	*	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	3. Activity	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.
	4. Advancement	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	5. Authority	.	.	.	.	.	-*	.	.	.	.	.	-*	.	.	-*	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.
	6. Company Prac. and Pol.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.
	7. Compensation I	.	.	.	*	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	*	.
	8. Co-workers	.	*	.	*	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	9. Creativity	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	10. Independence	.	.	-*	.	-*	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.
	11. Moral Value	.	.	.	.	.	*-*	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.
	12. Recognition	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	-*	*	.	.	.	.	.
	13. Responsibility	-*	.	.	-*	.	.	-*	.	.	-*	.	.	.	.	.	-*	.	.	.	.	.	.	.	-*	.	.	.	.	-*	.	.	-*
	14. Security	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	-*-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	15. Social Service	.	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.
	16. Social Status	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

INSTRUMENT	SCALES	CRITERIA																													
		MSS-4									MSS-5																				
		Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female							
16 PF	L-Trustful vs Suspecting	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	M-Conventional vs Eccent.	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	N-Simple vs Sophisticated	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	Q1-Conservative vs Exper.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.																
	Q2-Dependent vs Self-Suf.	.	*	.	.	*	.	.	.	.	.	*	.	.	.																
	Q3-Uncontrol vs Self-Cont.	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	Q4-Stable vs Tense	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	MULTIPLE CORRELATION	.	.	.	.	.	.	.	.	.	.	.	*	.	.																
MIQ	1. Ability Utilization	.	.	.	*	.	.	.	.	.	.	.	.	*	.																
	2. Achievement	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	3. Activity	.	.	.	.	.	-*	.	.	.	.	.	.	.	.																
	4. Advancement	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	5. Authority	.	-*	.	.	.	.	.	.	.	.	.	-*	.	.																
	6. Company Prac. and Pol.	.	.	-*	.	.	.	.	.	.	.	.	.	.	.																
	7. Compensation I	.	.	.	.	.	.	.	.	.	.	*	.	.	.																
	8. Co-workers	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	9. Creativity	.	.	*	.	.	.	.	.	.	.	.	-*	.	.																
	10. Independence	.	.	.	-*	.	.	.	.	.	.	.	.	*-*	.																
	11. Moral Value	.	-*	*	.	.	.	.	.	.	.	.	.	.	.																
	12. Recognition	-*	.	-*	-*	-*	.	.	-*	.	-*	.	-*	.	.																
	13. Responsibility	.	.	.	.	-*-*	.	.	.	.	.	.	.	.	-*																
	14. Security	.	.	.	.	.	.	.	.	.	.	.	.	.	.																
	15. Social Service	-*	.	.	.	-*	.	.	.	.	-*	.	.	.	.																
	16. Social Status	.	.	.	.	.	.	.	.	.	.	.	.	.	.																

TABLE 5A (Continued)

SIGNIFICANT ZERO-ORDER AND MULTIPLE CORRELATIONS BETWEEN THE INSTRUMENTS AND THE MSS CRITERIA FOR EACH POPULATION

(Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlations Significant at α = .05 level

INSTRUMENT	SCALES	CRITERIA																													
		MSS-1									MSS-2									MSS-3									MSS-4									MSS-5								
		Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
MIQ	17. Supervision (Human Relations)																																											
	18. Supervision (Technical)																																											
	19. Variety					*									*														-*															
	20. Working Conditions					*-*									*		-*							*									-*	-*									
	21. Work Challenge														*					-*					-*									-*				-*						
	22. Company Image																														-*														
	23. Organizational Control																																		-*		-*				-*				
	24. Feedback																																		-*	-*									
	25. Physical Facilities											-*		-*						-*				-*										-*					-*	-*					
	26. Work Relevance															-*																												
	27. Company Prestige	-*				*					-*														*		*		-*									-*				*				
	28. Company Goals																																												
	29. Closure															-*									-*									-*					-*					
	30. Compensation II																																		-*						-*				
	MULTIPLE CORRELATION	*		*	*			*												*						*			*					*				*		*			*		
VDI		*						*	*		*						*	*		*						*	*		*					*	*			*					*	*	
MSAT					*		*	*		*						*	*		*					*	*					*												*	*	

TABLE 5A (Continued)

SIGNIFICANT ZERO-ORDER AND MULTIPLE CORRELATIONS BETWEEN
THE INSTRUMENTS AND THE MSS CRITERIA FOR EACH POPULATION

(Significant negative correlations are indicated with a minus sign [-] preceding the asterisk.)

*Denotes Correlations Significant at α = .05 level		CRITERIA																																					
		MSS-1									MSS-2									MSS-3									MSS-4									MSS-5								
INSTRUMENT	SCALES	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female	Auto	Elec	Weld	Cler	Prnr	Secr	Total	Male	Female
PERSONAL VARIABLES	Age	.	.	.	.	*	.	*	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	*	.
	Years of Education	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	No. of Dependents	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	.	.	*	.	.	.	.	.	.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Married	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Prior H.S. Voc. Ed.	.	-*	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	-*	.	.	.	.	.	.	.	.	-*	.	.	-*	.	.	.	.	.	-*	.	.	.	.	.	.	.
	Prior Post-High Voc. Ed.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Prior Related Work Exp.	.	.	*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Prior Unrelated Work Exp.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	-*	.	-*	.	.	.	.	.	-*	.	-*	.	-*	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Sex							-*									-*									-*								-*								-*		

APPENDIX B

ZERO-ORDER CORRELATIONS AND MULTIPLE CORRELATIONS BETWEEN THE INSTRUMENTS AND THE CRITERIA, FOR EACH POPULATION

PRIMARILY MALE CURRICULA

	Table	Page
Automotive	1B	60
Power and Home Electricity	2B	67
Welding	3B	74

PRIMARILY FEMALE CURRICULA

Clerical Training	4B	81
Practical Nursing	5B	88
Secretarial Training	6B	95
TOTAL CURRICULA	7B	102
TOTAL MALE CURRICULA	8B	109
TOTAL FEMALE CURRICULA	9B	116

TABLE 1B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- AUTOMOTIVE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .074	r > .139	r > .100	r > .192			r > .192				
	N= 770	N= 202	N= 405	N= 103			N= 103				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	.014	.050	.026	.092	.101	.116	.261*	.234*	.313*	.188	.303*
2. V-Verbal Aptitude	-.007	-.085	-.054	.098	.119	.119	.185	.117	.295*	.146	.221*
3. N-Numerical Aptitude	.014	.065	.063	.020	.006	.020	.140	.202*	.191	.173	.199*
4. S-Spatial Aptitude	.002	.071	.041	.087	.050	.093	.244*	.085	.189	-.007	.191
5. P-Form Perception	-.009	-.078	.004	.310*	.198*	.287*	.099	-.054	.006	-.065	.022
6. Q-Clerical Perception	-.028	-.043	.013	.188	.110	.167	.020	-.066	-.048	-.072	-.033
7. K-Motor Coordination	.007	-.100	-.043	-.013	-.004	-.018	.050	.118	-.074	-.010	.032
MULTIPLE CORRELATION R=	.050	.222	.136	.391	.308	.389	.294	.330	.386	.277	.329
F=	.272	1.430	1.066	2.453*	1.426	2.415*	1.286	1.653	2.369*	1.130	1.645
F - Value Significant at α = .05	2.02	2.05	2.03	2.10							

TABLE 1B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- AUTOMOTIVE POPULATION

MVII SCALE	(Values of r Significant at α = .05 and Group Size, N)										
	r > .074	r > .139	r > .105	r > .192			r > .192				
	N= 770	N= 202	N= 366	N= 103			N= 103				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. H-1 Mechanical	.077*	.168*	.045	.086	.083	.112	.238*	.248*	.283*	.247*	.295*
2. H-2 Health Service	-.089*	.013	.132*	-.043	-.038	-.057	-.012	-.062	-.062	-.004	-.043
3. H-3 Office Work	-.069	.025	-.018	-.076	-.039	-.072	-.028	-.226*	-.138	-.170	-.140
4. H-4 Electronics	.019	-.026	-.076	.047	.116	.094	.090	.147	.122	.190	.145
5. H-5 Food Service	-.046	-.132	.084	-.216*	-.244*	-.243*	-.042	.055	-.015	.015	-.013
6. H-6 Carpentry	.044	.016	-.669*	.001	.004	.009	-.046	-.034	-.068	-.010	-.050
7. H-7 Sales-Office	-.095*	-.158*	-.623*	-.245*	-.185	-.271*	-.152	-.182	-.164	-.229*	-.202*
8. H-8 Clean Hands	.017	.035	-.057	-.020	-.010	-.031	-.035	-.180	-.059	-.112	-.101
9. H-9 Outdoors	.079*	.103	-.002	.111	.124	.130	.148	.252*	.090	.148	.188
MULTIPLE CORRELATION R=	.143	.317	.200*	.357	.329	.381	.321	.335	.329	.306	.340
MULTIPLE CORRELATION F=	1.756	2.377*	1.643*	1.509	1.254	1.757	1.187	1.308	1.254	1.069	1.347
F - Value Significant at α = .05	1.89	1.92	1.90	1.97							

TABLE 1B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- AUTOMOTIVE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .074	r> .139	r>.100	r> .192			r> .192				
	N= 770	N= 202	N= 405	N= 103			N= 103				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. A-Aloof vs Outgoing	-.075*	.048	-.023	.046	.010	.028	-.206*	-.251*	-.173	-.116	-.231*
2. B-Dull vs Bright	-.015	.022	.009	.075	-.028	.026	.163	.164	.238*	.074	.195*
3. C-Emotional vs Mature	.003	.079	.048	-.033	.073	.013	.065	-.008	.012	.048	.035
4. E-Submissive vs Dominant	-.090*	-.041	-.166*	.010	.015	.015	-.066	.040	-.061	-.009	-.041
5. F-Glum vs Enthusiastic	-.053	.058	-.002	-.023	-.121	-.076	-.187	-.140	-.096	-.155	-.174
6. G-Casual vs Conscientious	.062	.078	.136*	.021	-.111	-.028	-.205*	-.214*	-.219*	-.208*	-.249*
7. H-Timid vs Adventurous	-.078*	.029	-.046	-.140	-.147	-.163	-.263*	-.061	-.183	-.086	-.205*
8. I-Tough vs Sensitive	.003	.029	.009	-.060	.113	.012	-.167	-.221*	-.033	-.144	-.171
9. L-Trustful vs Suspecting	.008	-.024	-.055	-.014	-.069	-.037	.155	.189	.028	.182	.164
10. M-Conventional vs Eccentric	.000	-.080	-.064	-.058	-.097	-.065	.023	-.062	-.082	-.118	-.049
11. N-Simple vs Sophisticated	.009	-.083	-.042	-.199*	-.051	-.156	-.038	.052	-.049	.174	.011
12. O-Confident vs Insecure	-.006	-.110	-.058	-.027	.001	-.007	.011	.082	-.017	-.036	.016
13. Q1-Conservative vs Experimenting	-.048	.032	-.040	.067	-.013	.048	.044	-.041	.046	.043	.025
14. Q2-Dependent vs Self-Sufficient	-.021	.051	-.016	.147	.016	.099	-.044	.060	.032	-.008	.004
15. Q3-Uncontrol vs Self-Control	.007	.239*	.107*	.008	-.142	-.065	-.013	-.042	.068	.081	.014
16. Q4-Stable vs Tense	.005	.159*	-.041	-.070	-.007	-.064	-.021	-.131	-.094	-.128	-.092
R= MULTIPLE CORRELATION	.152	.315	.232	.348	.297	.298	.450	.479	.436	.479	.481
F=	1.115	1.275	1.373	.740	.520	.524	1.368	1.597	1.262	1.599	1.620
F-Value Sig at α = .05.	1.66	1.69	1.67	1.75							

TABLE 1B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- AUTOMOTIVE POPULATION

(Page 1 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .074	r > .139	r > .100	r > .192			r > .192				
	N= 770	N= 202	N= 405	N= 103			N= 103				
MIQ SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Ability Utilization	-.029	-.018	.007	.024	-.034	.000	-.097	-.175	.008	-.099	-.115
2. Achievement	-.039	-.031	-.028	.194*	-.014	.107	-.092	-.113	.036	-.112	-.081
3. Activity	-.073	-.010	-.064	.197*	-.015	.115	-.136	-.227*	-.039	-.298*	-.185
4. Advancement	-.006	.048	.024	.077	-.113	.007	-.038	-.026	.118	-.003	.005
5. Authority	-.041	.137	.020	.030	-.015	.009	-.115	.036	-.041	-.070	-.069
6. Company Policy and Practice	-.026	.011	.033	.184	.068	.157	.117	-.019	.207*	.148	.128
7. Compensation I	.016	-.040	-.023	.210*	-.030	.119	.000	.026	.126	-.011	.036
8. Co-workers	-.044	.031	-.018	.172	-.070	.076	.091	.035	.190	.046	.108
9. Creativity	-.046	.061	-.018	.054	-.000	.039	-.051	-.045	-.043	-.061	-.058
10. Independence	-.050	.013	-.028	.021	-.046	-.004	-.142	-.057	-.167	-.094	-.143
11. Moral Values	-.033	.014	-.030	.138	.006	.095	.113	.041	.241*	.154	.155
12. Recognition	-.005	-.032	.033	.149	.040	.109	-.071	-.088	.080	-.118	-.055
13. Responsibility	-.056	.065	-.014	.062	.007	.049	-.306*	-.227*	-.178	-.300*	-.303*
14. Security	.010	.025	.038	.151	-.079	.073	.081	.093	.102	.095	.105
15. Social Service	-.122*	.080	-.056	.181	.036	.125	-.098	-.216*	-.022	-.107	-.129
16. Social Status	-.086*	.097	-.030	.168	-.015	.088	-.132	-.174	-.163	-.264*	-.198*
17. Supervisor-Human Relations	-.006	.036	.038	.063	.008	.052	.026	-.005	.138	.089	.063

-continued-

TABLE 1B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- AUTOMOTIVE POPULATION

(Page 2 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .074	r > .139	r > .100	r > .192			r > .192				
	N= 770	N= 202	N=405	N= 103			N= 103				
MIQ SCALES (Cont'd)	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
18. Supervisor-Technical	-.030	.024	.014	.209*	.091	.186	-.024	-.109	.090	-.000	-.016
19. Variety	-.044	-.022	- .047	.166	-.036	.095	-.048	-.108	-.009	-.226*	-.087
20. Working Conditions	.004	.044	.059	.091	-.040	.048	-.126	-.076	-.010	-.117	-.104
21. Work Challenge	-.094*	.072	-.021	.049	-.034	.011	-.183	-.153	-.244*	-.181	-.228*
22. Company Image	-.007	-.043	.015	.050	.073	.074	.065	-.025	.046	.025	.036
23. Organization Control	.012	.011	.011	.047	.101	.098	-.014	.050	-.032	-.054	-.008
24. Feed Back	-.079*	-.026	-.082	.153	.051	.137	.115	-.072	.066	-.027	-.059
25. Physical Facilities	-.003	.043	.044	.082	-.015	.043	-.149	.007	-.193*	-.040	-.131
26. Work Relevance	-.098*	.057	-.052	.079	-.037	.036	-.115	-.139	-.035	-.185	-.131
27. Company Prestige	-.097*	.090	-.038	.103	.076	.030	-.254*	-.275*	-.128	-.276*	-.278*
28. Company Goals	-.084*	-.056	-.071	.059	-.001	.049	-.026	-.150	.085	-.043	-.037
29. Closure	-.066	-.050	-.047	-.033	-.131	-.072	-.127	-.058	-.095	-.110	-.119
30. Compensation II	.018	.070	.036	.097	-.008	.067	-.156	-.046	-.078	-.144	-.130
MULTIPLE CORRELATION R=	.235	.391	.255	.561	.414	.475	.631	.610	.650	.705	.676
MULTIPLE CORRELATION F=	1.444	.368	.870	1.104	.495	.698	1.591*	1.421	1.755*	2.375*	2.016*
F - Value Significant at α = .05	1.48	1.52	1.49		1.57						

TABLE 1B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- AUTOMOTIVE POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.074 N = 770	r >.138 N = 202	r >.100 N = 405				r >.192 N = 103				
R =	.014	.003	.040	-.134	.030	-.057	.288*	.299*	.420*	.333*	.384*
MSAT	r >.084 N = 577	r >.149 N = 172	r >.112 N = 304				r >.210 N = 86				
R =	-.068	.044	-.065	-.078	-.037	-.048	.187	.188	.245*	.199	.239*

*Denotes Correlations Significant at α = .05 level
(Minimum significant correlation indicated as r > ___.)

TABLE 1B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- AUTOMOTIVE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .088	r > .138	r > .113	r > .195			r > .195				
	N= 770	N= 202	N= 405	N= 103			N= 103				
Personal Variables	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSQ SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Age	.020	.188*	.120*	-.206*	-.148	-.207*	-.048	.018	.042	-.014	-.027
2. Years of Education	.037	.033	.034	.029	-.058	-.012	.098	.114	.007	-.021	.076
3. No. of Dependents	-.037	.135	.031	-.183	-.036	-.142	-.005	-.087	-.014	-.119	-.051
4. Married	-.046	.141*	.053	-.186	-.064	-.163	.094	.070	.057	.018	.085
5. Prior H.S. Voc. Ed.	-.018	.039	-.035	.107	.128	.126	.108	-.062	-.018	-.042	.020
6. Prior Post-High Voc, Ed	.024	.061	.043	.023	-.050	-.017	-.048	-.043	-.130	-.141	-.090
7. Prior Related Work Exp.	-.045	.147*	.000	-.054	.003	-.032	-.027	-.084	-.084	-.078	-.057
8. Prior Unrelated Work Exp.	-.051	-.018	-.047	-.204*	-.058	-.160	.085	.095	.095	.036	.090

TABLE 2B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- POWER AND HOME ELECTRICITY POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .122	r > .196	r > .163	r > .227			r > .227				
	N= 263	N= 99	N= 143	N= 73			N= 73				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	-.141*	-.087	-.180*	-.087	.044	-.047	-.129	-.040	-.054	-.162	-.117
2. V-Verbal Aptitude	-.126*	-.047	-.160	-.006	.133	.067	-.185	.028	-.194	-.023	-.134
3. N-Numerical Aptitude	-.109	-.056	-.142	.015	.050	.024	.025	.013	.056	-.103	.008
4. S-Spatial Aptitude	-.046	.036	-.030	-.083	-.015	-.070	-.178	-.186	-.064	-.171	-.187
5. P-Form Perception	-.073	-.053	-.031	.182	-.044	.113	-.092	-.148	.072	-.138	-.089
6. Q-Clerical Perception	-.165*	-.118	-.146	.149	.078	.129	-.071	-.151	.017	-.247*	-.121
7. K-Motor Coordination	-.003	-.014	.014	.190	.131	.172	-.117	-.169	-.039	-.081	-.122
MULTIPLE CORRELATION R=	.204	.231	.237	.299	.245	.266	.317	.335	.272	.323	.309
F=	1.577	.733	1.148	.911	.595	.706	1.040	1.177	.741	1.079	.981
F - Value Significant at α = .05	2.04	2.10	2.07	2.13							

TABLE 2B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- POWER AND HOME ELECTRICITY POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .122	r > .196	r > .163	r > .227			r > .227				
	N= 263	N= 99	N= 143	N= 73			N= 73				
MVII SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. H-1 Mechanical	.142*	-.093	.150	.012	.030	.000	.011	.102	.068	.246*	.104
2. H-2 Health Service	-.030	.088	-.017	.085	.012	.081	-.059	-.137	-.137	-.232*	-.156
3. H-3 Office Work	-.103	-.108	-.130	.009	.010	.012	.171	.156	-.061	-.109	.086
4. H-4 Electronics	.039	.149	.069	.199	.152	.175	.154	.027	.287*	.229*	.206
5. H-5 Food Service	-.027	-.180	-.074	.021	-.122	-.030	-.310*	-.352*	-.221	-.220	-.356*
6. H-6 Carpentry	.070	-.243*	.056	.058	.107	.068	.031	.161	-.082	.084	.060
7. H-7 Sales-Office	-.240*	-.025	-.259*	.033	.107	.076	-.044	-.224	-.045	-.164	-.134
8. H-8 Clean Hands	.027	-.049	-.014	.020	.049	.027	.129	.149	.074	-.018	.119
9. H-9 Outdoors	.197*	.088	.219*	-.091	-.026	-.095	.137	.117	.142	.120	.163
MULTIPLE CORRELATION R=	.319	.467	.334	.387	.360	.379	.441	.478	.409	.374	.471
MULTIPLE CORRELATION F=	3.182*	2.758*	1.853	1.236	1.041	1.173	1.686	2.073*	1.404	1.136	1.998
F - Value Significant at α = .05	1.91	1.97	1.94	2.01							

TABLE 2B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- POWER AND HOME ELECTRICITY POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .122	r > .196	r > .163	r > .227			r > .227				
	N= 263	N= 99	N= 143	N= 73			N= 73				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. A-Aloof vs Outgoing	-.106	.034	-.063	.093	.109	.080	.076	-.096	.140	-.109	.024
2. B-Dull vs Bright	-.012	.055	.044	-.098	.006	-.076	-.052	-.042	-.101	-.078	-.073
3. C-Emotional vs Mature	.024	-.149	-.003	-.148	-.171	-.156	.039	-.043	-.040	.059	.001
4. E-Submissive vs Dominant	-.124*	-.193	-.183*	.119	.144	.150	-.343*	-.178	-.221	-.152	-.300*
5. F-Glum vs Enthusiastic	.041	-.134	.043	-.037	-.039	-.068	-.098	-.048	.217	-.123	-.018
6. G-Casual vs Conscientious	.145*	-.047	.198*	.025	.005	.001	.059	-.040	.227*	.010	.085
7. H-Timid vs Adventurous	.064	-.190	.073	.177	.296*	.215	.082	.050	.103	-.069	.067
8. I-Tough vs Sensitive	-.208*	.129	-.252*	.065	.070	.068	-.020	-.038	-.152	-.063	-.083
9. L-Trustful vs Suspecting	-.041	-.025	-.069	-.036	.009	-.016	.106	-.129	.045	.005	.018
10. M-Conventional vs Eccentric	-.023	.053	-.002	.247*	.240*	.269*	-.061	-.032	.027	.065	-.023
11. N-Simple vs Sophisticated	-.013	.106	-.003	-.072	-.026	-.063	-.012	.077	.075	.015	.037
12. O-Confident vs Insecure	-.027	-.127	-.065	.066	.061	.096	.103	.080	.075	.104	.113
13. Q1-Conservative vs Experimenting	-.015	.029	.007	.086	.168	.110	.058	.198	.085	-.082	-.021
14. Q2-Dependent vs Self-Sufficient	.017	.179	.036	-.058	.113	.018	.140	-.058	-.167	.136	-.104
15. Q3-Uncontrol vs Self-Control	.097	.002	.143	-.023	.037	-.017	.037	-.184	-.032	-.051	-.054
16. Q4-Stable vs Tense	-.027	.134	-.013	.223	.186	.234*	.018	-.013	.047	-.018	.012
MULTIPLE CORRELATION R=	.303	.437	.376	.452	.544	.508	.460	.472	.493	.338	.422
F=	1.556	1.208	1.293	.900	1.470	1.216	.939	1.003	1.126	.451	.758
F-Value Sig at α = .05	1.68	1.75	1.71	1.78							

TABLE 2B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- POWER AND HOME ELECTRICITY POPULATION

(Page 1 of 2)

MIQ SCALES	(Values of r Significant at α = .05 and Group Size, N) r> .122 N= 263 GRADS VS DROPS	r>.196 N= 99 EMP REL VS OTHERS	r> .163 N= 143 EMP REL VS DROPS	r>.227 N= 73 MSQ SCALES OF SATISFACTION 1	2	3	r> .227 N= 73 MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Ability Utilization	.084	.000	.103	.141	.115	.144	.030	-.140	-.032	-.072	-.055
2. Achievement	.079	.092	.067	.012	-.015	.003	.071	-.101	-.116	-.052	-.047
3. Activity	.104	.067	.097	.186	.122	.160	.075	.059	-.036	.068	.050
4. Advancement	.009	.027	.120	.030	-.043	.006	-.005	.001	-.069	.036	-.018
5. Authority	.099	.147	.167*	.075	-.074	.011	-.020	-.062	.094	-.108	-.022
6. Company Policy and Practice	.089	-.038	.148	-.022	-.076	-.044	.021	-.136	-.027	-.062	-.058
7. Compensation I	.011	-.016	.008	-.008	-.022	-.003	.010	.044	-.030	-.020	.006
8. Co-workers	.026	.066	.048	.077	.046	.085	.281*	.047	.080	.128	.178
9. Creativity	.081	.136	.112	-.123	-.068	-.099	-.108	-.051	-.064	.013	-.081
10. Independence	.051	.119	.069	-.118	-.129	-.143	-.030	.080	.026	.095	.037
11. Moral Values	.030	.099	.055	.059	.009	.050	.058	-.151	-.093	-.191	-.083
12. Recognition	-.021	.095	.023	-.107	-.187	-.132	.013	.091	-.099	-.043	-.008
13. Responsibility	.072	.127	.116	-.034	-.044	-.037	-.111	-.097	.054	-.080	-.080
14. Security	-.039	.070	.000	-.040	-.076	-.056	-.028	-.014	-.116	-.087	-.069
15. Social Service	.029	.144	.068	.058	-.019	.033	-.065	-.084	-.071	-.000	-.078
16. Social Status	.090	.017	.163*	-.054	-.107	-.076	-.077	-.044	-.023	-.083	-.069
17. Supervisor-Human Relations	.012	.052	.088	-.100	-.097	-.110	.033	-.137	-.097	-.102	-.078

-continued-

TABLE 2B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- POWER AND HOME ELECTRICITY POPULATION

(Page 2 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .122	r > .196	r > .163	r > .227			r > .227				
	N= 263	N= 99	N= 143	N= 73			N= 73				
MIQ SCALES (Cont'd)	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
18. Supervisor-Technical	.066	.030	.111	.127	-.020	.083	.052	.054	.043	.119	.066
19. Variety	.071	.198*	.123	-.132	-.104	-.128	-.095	-.094	-.069	-.097	-.112
20. Working Conditions	-.002	.081	-.001	-.067	-.107	-.067	-.193	-.109	-.141	-.160	-.195
21. Work Challenge	.106	.160	.208*	-.041	.060	-.006	-.037	.064	-.021	.046	.003
22. Company Image	.019	.072	.070	-.097	-.090	-.100	-.118	.021	-.172	-.120	-.121
23. Organization Control	.065	.105	.048	.030	-.028	.054	-.034	.081	.023	.103	.034
24. Feed Back	.031	.069	.067	.011	-.056	-.013	-.046	-.005	-.128	.014	-.059
25. Physical Facilities	.023	.064	.075	.079	.024	.074	-.105	-.030	.018	.023	-.050
26. Work Relevance	.109	.160	.159	-.011	-.061	-.024	.097	.078	-.009	.067	.067
27. Company Prestige	.168*	.151	.221*	.085	.075	.065	.048	.055	-.016	.031	.035
28. Company Goals	.106	.012	.187*	.145	.134	.150	-.053	-.080	-.087	-.039	-.082
29. Closure	.064	.103	.149	.066	-.033	.034	-.045	-.119	-.065	-.067	-.093
30. Compensation II	-.088	.039	-.107	.015	-.105	.036	.035	.092	.024	-.052	.040
MULTIPLE CORRELATION R =	.330	.433	.478	.690	.578	.655	.696	.622	.559	.651	.642
MULTIPLE CORRELATION F =	.947	.525	1.108	1.271	.702	1.051	1.312	.885	.636	1.030	.984
F - Value Significant at α = .05	1.51	1.57	1.54	1.62							

TABLE 2B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- POWER AND HOME ELECTRICITY POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.122 N = 263	r >.196 N = 99	r >.163 N = 143				r >.227 N = 73				
R =	-.096	-.015	-.058	.059	.100	.085	-.020	-.159	.033	-.033	-.060
MSAT	r >.138 N = 200	r >.217 N = 80	r >.175 N = 124				r >.242 N = 64				
R =	-.023	-.058	-.025	.070	.134	.122	-.070	.039	-.080	-.037	-.054

(Minimum significant correlation indicated as r > ___.)

TABLE 2B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- POWER AND HOME ELECTRICITY POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .138	r > .200	r > .174	r > .232			r > .232				
	N= 263	N= 99	N= 143	N= 73			N= 73				
Personal Variables	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Age	.046	-.103	.109	-.185	-.084	-.181	.185	.142	.028	.159	.163
2. Years of Education	-.042	.041	-.070	.034	-.029	.019	-.053	-.062	.008	-.120	-.068
3. No. of Dependents	.040	-.104	.093	-.035	-.039	-.052	.041	.104	-.036	.129	.059
4. Married	.048	-.039	.097	.029	-.040	-.020	.015	.026	.021	.057	.028
5. Prior H.S. Voc. Ed.	.090	-.041	.093	.031	.058	.055	-.280*	-.382*	-.300*	-.258*	-.375*
6. Prior Post-High Voc. Ed.	.002	-.098	-.029	.042	.166	.071	-.116	-. 020	-.097	.017	-.079
7. Prior Related Work Exp.	.150*	-.066	.156	.179	.079	.136	-.096	-.085	-.057	-.099	-.103
8. Prior Unrelated Work Exp.	-.071	.057	-.002	-.011	.013	-.017	-.007	-.179	-.006	.009	-.059

TABLE 3B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- WELDING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .110	r > .195	r > .176	r > .301			r > .301				
	N= 325	N= 99	N= 122	N= 41			N= 41				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	-.020	-.038	-.005	-.097	.047	-.076	.209	.110	.096	-.011	.134
2. V-Verbal Aptitude	-.096	-.114	-.204*	.056	-.043	-.016	.057	.157	.191	.348*	.175
3. N-Numerical Aptitude	.007	-.029	.011	-.179	-.022	-.143	.231	.124	.138	-.079	.143
4. S-Spatial Aptitude	.072	.159	.228*	-.217	-.109	-.212	+.049	-.130	-.175	-.283	-.120
5. P-Form Perception	.032	.115	.076	-.066	-.069	-.092	-.090	-.168	-.185	-.172	-.167
6. Q-Clerical Perception	.064	.018	.113	-.244	-.224	-.281	-.075	-.024	-.103	-.106	-.089
7. K-Motor Coordination	.013	-.125	-.063	-.056	.066	-.012	.014	.142	-.003	.178	.032
MULTIPLE CORRELATION R =	.173	.286	.393	.377	.383	.395	.380	.371	.417	.522	.402
F=	1.399	1.161	2.975*	.783	.810	.869	.793	.753	.990	1.763	.907
F - Value Significant at α = .05	2.04	2.10	2.08	2.25							

TABLE 3B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- WELDING POPULATION

MVII SCALE	(Values of r Significant at α = .05 and Group Size, N)										
	r > .110	r > .196	r > .177	r > .301			r > .301				
	N= 325	N= 99	N= 122	N= 41			N= 41				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. H-1 Mechanical	-.035	.016	.031	-.124	-.099	-.156	.260	.313*	.186	.169	.284
2. H-2 Health Service	-.060	.014	-.117	.070	.215	.176	-.072	.031	.084	.110	.010
3. H-3 Office Work	.045	-.005	.032	-.059	.002	-.009	-.250	-.244	-.097	-.183	-.242
4. H-4 Electronics	-.092	-.079	-.117	-.159	.043	-.093	-.052	.189	.093	-.035	.054
5. H-5 Food Service	-.003	.003	-.056	-.105	-.206	-.164	-.260	-.290	-.283	-.237	-.308*
6. H-6 Carpentry	-.022	.048	.068	.007	-.085	-.035	.330	-.053	.162	.063	.181
7. H-7 Sales-Office	.017	-.050	-.065	-.034	.004	-.006	-.287	-.176	-.060	-.113	-.208
8. H-8 Clean Hands	.016	.184	.061	-.125	-.017	-.077	-.090	-.022	-.022	-.052	-.062
9. H-9 Outdoors	.061	-.004	.132	.209	.083	.168	.195	.049	.246	.117	.187
MULTIPLE CORRELATION R=	.232	.258	.286	.457	.440	.466	.539	.591	.553	.475	.557
MULTIPLE CORRELATION F=	1.995*	.681	1.110	.911	.828	.953	1.410	1.844	1.515	1.004	1.545
F - Value Significant at α = .05	1.91	1.97	1.95	2.12							

TABLE 3B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- WELDING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .110	r> .196	r> .177	r> .301			r> .301				
	N= 325	N= 99	N= 122	N= 41			N= 41				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. A-Aloof vs Outgoing	-.003	.016	-.009	-.307*	-.128	-.284	-.013	-.168	-.161	-.069	-.108
2. B-Dull vs Bright	-.064	.027	-.057	.103	-.089	.040	-.080	-.012	-.076	-.049	-.066
3. C-Emotional vs Mature	-.009	-.021	-.004	-.046	.034	-.015	-.135	.118	-.098	.031	-.042
4. E-Submissive vs Dominant	-.017	.103	.055	.153	.084	.153	-.290	-.372*	-.469*	-.415*	-.424*
5. F-Glum vs Enthusiastic	-.072	.178	.027	.040	-.098	-.029	-.221	-.096	-.220	-.235	-.235
6. G-Casual vs Conscientious	-.108	.082	-.117	.057	.174	.136	.398*	.290	.444*	.130	.385*
7. H-Timid vs Adventurous	.020	.036	.042	.035	.019	.021	.095	-.058	-.127	-.089	-.037
8. I-Tough vs Sensitive	-.051	-.014	-.069	-.161	-.154	-.184	.032	-.193	.033	-.083	-.043
9. L-Trustful vs Suspecting	.026	.008	-.046	.029	-.243	-.078	-.051	-.166	-.061	-.046	-.097
10. M-Conventional vs Eccentric	-.055	.040	-.019	.026	-.099	-.032	-.219	-.298	.004	-.070	-.186
11. N-Simple vs Sophisticated	.003	.045	.016	.185	.361*	.270	.250	.200	.038	.152	.192
12. O-Confident vs Insecure	-.020	-.075	-.127	-.049	-.391*	-.214	-.058	.043	.088	-.052	-.005
13. Q1-Conservative vs Experimenting	.011	-.007	-.010	.064	.073	.052	-.079	-.305*	-.325*	-.296	-.260
14. Q2-Dependent vs Self-Sufficient	-.016	-.006	-.016	-.021	-.182	-.081	-.029	-.035	-.167	-.122	-.066
15. Q3-Uncontrol vs Self-Control	-.124*	.078	-.036	.210	.101	.186	.243	.259	.015	.135	.193
16. Q4-Stable vs Tense	.063	-.208*	-.089	.075	-.027	.029	-.107	-.152	.045	.017	-.079
R= MULTIPLE CORRELATION	.224	.354	.234	.504	.618	.517	.702	.692	.788	.658	.716
F=	1.018	.734	.381	.510	.926	.547	1.461	1.377	2.453*	1.144	1.579
F-Value Sig at α = .05	1.68	1.75	1.72	1.90							

TABLE 3B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- WELDING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .110	r > .196	r > .177	r > .301			r > .301				
	N= 325	N= 99	N= 122	N= 41			N= 41				
MIQ SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Ability Utilization	-.005	.269*	.125	.247	.075	.191	.189	-.030	.178	.052	.124
2. Achievement	.003	.227*	.151	.244	.032	.171	.165	.134	.157	.092	.150
3. Activity	.005	.218*	.148	.153	-.032	.058	-.034	-.082	-.036	.021	-.047
4. Advancement	-.016	.160	.121	.048	-.102	-.025	.061	.100	.161	.078	.100
5. Authority	-.056	.177	.056	.308*	.166	.262	.167	.216	.151	.071	.168
6. Company Policy and Practice	.029	.270*	.182*	.245	.006	.167	-.092	.103	.074	.102	.019
7. Compensation I	-.004	.249*	.172	.225	.185	.215	.160	.141	.205	.128	.180
8. Co-workers	-.045	.128	.014	.394*	.235	.374*	.168	.218	.256	.159	.213
9. Creativity	-.094	.127	-.003	.289	.004	.209	.126	.094	.170	.004	.117
10. Independence	-.100	.074	-.037	.125	.209	.176	-.028	-.022	.116	-.018	.006
11. Moral Values	-.033	.301*	.133	.237	-.032	.139	-.039	-.126	-.047	.029	-.061
12. Recognition	-.058	.188	.062	.245	.034	.181	.016	.077	.130	-.008	.047
13. Responsibility	-.106	.043	-.082	-.030	-.212	-.135	-.168	-.130	-.035	-.038	-.129
14. Security	-.024	.167	.099	.030	-.010	.004	-.050	-.009	.050	-.090	-.035
15. Social Service	-.034	.232*	.075	.161	.050	.119	-.057	-.048	-.006	.018	-.038
16. Social Status	-.023	.131	.017	.200	.220	.243	.124	.238	.255	.041	.173
17. Supervisor-Human Relations	-.040	.248*	.106	.186	.055	.135	.076	.138	.156	.201	.134

-continued-

TABLE 3B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- WELDING POPULATION

(Page 2 of 2)

MIQ SCALES (Cont'd)	(Values of r Significant at α = .05 and Group Size, N) r > .110 N= 325 GRADS VS DROPS	r > .196 N= 99 EMP REL VS OTHERS	r > .177 N= 122 EMP REL VS DROPS	r> .301 N= 41 MSQ SCALES OF SATISFACTION 1	2	3	r> .301 N= 41 MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
18. Supervisor-Technical	-.063	.192	.071	.034	.067	.005	-.037	-.120	-.036	-.048	-.067
19. Variety	-.026	-.009	-.024	.276	.289	.304*	.275	.233	.219	.209	.272
20. Working Conditions	.023	.160	.184*	.418*	.163	.334*	.069	.205	.257	.211	.177
21. Work Challenge	.045	.077	.104	.271	.122	.240	.001	.048	.180	.042	.054
22. Company Image	.077	.160	.187*	.375*	.234	.342*	-.011	.074	.212	.208	.106
23. Organization Control	-.096	.029	.037	.222	.113	.213	.053	-.061	.183	-.011	.047
24. Feed Back	-.072	.030	-.057	.230	.224	.254	-.068	-.089	-.100	-.076	-.098
25. Physical Facilities	-.007	.050	.046	.424*	.192	.373*	.010	-.002	.168	-.053	.025
26. Work Relevance	-.025	.224*	.118	.278	.173	.284	-.165	-.252	-.122	-.142	-.206
27. Company Prestige	.037	.242*	.197*	.392*	.284	.382*	.101	-.006	.016	-.063	.022
28. Company Goals	-.028	.247*	.130	.324*	.106	.248	.017	-.117	-.031	.026	-.037
29. Closure	-.005	.251*	.175	.011	-.002	-.000	-.061	-.139	-.079	-.163	-.110
30. Compensation II	.023	.183	.193*	.237	.180	.216	.226	.130	.203	.085	.196
MULTIPLE CORRELATION R=	.275	.605	.530	.836	.931	.879	.928	.859	.877	.852	.884
F=	.799	1.308	1.188	.773	2.168*	1.132	2.052*	.935	1.264	.879	1.194
F - Value Significant at α = .05	1.50	1.57	1.55	1.74							

TABLE 3B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- WELDING POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS OTHERS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.110 N = 325	r >.196 N = 99	r >.177 N = 122				r >.301 N = 41				
R =	.008	.191	.163	.038	-.168	-.069	-.028	-.016	-.212	.108	-.047
MSAT	r >.127 N = 243	r >.224 N = 75	r >.206 N = 89				r >.344 N = 31				
R =	-.034	-.161	-.164	.091	.191	.093	.238	.254	.304	.402*	.319

*Denotes Correlations Significant at $\alpha = .05$ level
(Minimum significant correlation indicated as r > ___.)

TABLE 3B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- WELDING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .113	r > .200	r > .195	r > .304			r > .304				
	N= 325	N= 99	N= 122	N= 41			N= 41				
Personal Variables	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Age	.042	-.120	.121	-.117	.063	-.059	-.022	.050	-.191	.014	-.040
2. Years of Education	.000	.048	.018	-.048	-.209	-.115	-.121	.141	.063	.193	..038
3. No. of Dependents	.025	-.087	-.008	-.118	-.320*	-.231	-.112	.011	-.114	-.135	-.102
4. Married	.010	-.092	-.008	-.019	-.205	-.126	-.071	-.070	-.138	-.126	-.110
5. Prior H.S. Voc. Ed.	-.111	-.050	-.206*	.035	-.102	-.017	.097	.022	.282	-.019	.112
6. Prior Post-High Voc. Ed	.104	.110	.244*	-.048	.163	.034	-.101	-.074	-.005	-.006	-.079
7. Prior Related Work Exp.	-.023	.085	.121	.108	.110	.137	.391*	.235	.095	.066	.265
8. Prior Unrelated Work Exp.	..006	.113	.036	-.124	-.127	-.163	-.001	.105	-.060	-.030	-.003

TABLE 4B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- CLERICAL TRAINING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .077	r >.098	r >.090	r > .115			r > .115				
	N= 703	N= 422	N= 483	N= 292			N= 292				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	.099*	.095	.114*	.050	.004	.039	.173*	-.030	.076	.024	.099
2. V-Verbal Aptitude	.046	.141*	.083	.018	.003	.016	.202*	.062	.105	.094	.158*
3. N-Numerical Aptitude	.053	.133*	.071	.037	.050	.042	.160*	-.038	.101	.024	.097
4. S-Spatial Aptitude	.068	-.027	.058	.033	-.017	.018	.041	-.029	-.026	-.057	-.007
5. P-Form Perception	.016	.034	.024	.048	.036	.044	.095	.034	.052	-.077	.055
6. Q-Clerical Perception	-.006	.055	-.022	.090	.060	.080	.209*	.056	.151*	.010	.159*
7. K-Motor Coordination	.049	.123*	.075	-.006	.011	.003	.097	.045	.044	-.033	.064
MULTIPLE CORRELATION R=	.128	.199	.149	.103	.089	.086	.269	.134	.186	.152	.214
MULTIPLE CORRELATION F=	1.638	2.449*	1.540	.431	.324	.299	3.173*	.743	1.453	.933	1.950*
F - Value Significant at α = .05	2.02	2.03	2.03	.204							

TABLE 4B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- CLERICAL TRAINING POPULATION

MVII SCALE	(Values of r Significant at α = .05 and Group Size, N)										
	r > .077	r > .098	r > .089	r > .115			r > .115				
	N= 703	N= 422	N= 483	N= 292			N= 292				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. H-1 Mechanical	-.072	-.152*	-.110*	-.073	.016	-.043	-.118*	-.024	-.145*	-.078	-.115*
2. H-2 Health Service	-.044	-.017	-.083	.055	-.034	.021	.011	-.003	-.017	.020	.000
3. H-3 Office Work	.077*	.084	.136*	.011	-.034	-.002	.092	.048	.139*	.021	.100
4. H-4 Electronics	-.042	-.083	-.069	-.050	.032	-.009	-.164*	-.018	-.145*	-.078	-.133*
5. H-5 Food Service	.057	-.049	.041	.113	.030	.084	.001	-.070	-.064	.003	-.038
6. H-6 Carpentry	.013	.053	.039	-.051	-.046	-.074	-.034	-.079	-.085	-.118*	-.082
7. H-7 Sales-Office	-.033	.044	-.042	.023	.031	.030	.071	.088	.096	.076	.097
8. H-8 Clean Hands	.046	.046	.055	.061	.028	.052	-.037	-.032	.050	-.031	-.016
9. H-9 Outdoors	-.011	-.056	-.017	-.105	-.089	-.111	-.092	-.023	-.088	-.096	-.090
MULTIPLE CORRELATION R=	.116	.216	.170	.174	.151	.162	.206	.146	.232	.187	.210
MULTIPLE CORRELATION F=	1.047	2.239*	1.556	.979	.731	.842	1.391	.687	1.774	1.135	1.441
F - Value Significant at α = .05	1.89	1.91	1.90	1.92							

TABLE 4B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- CLERICAL TRAINING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .077	r>.098	r> .089	r> .115			r> .115				
	N= 703	N= 422	N= 483	N= 292			N= 292				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. A-Aloof vs Outgoing	-.027	-.016	-.023	.001	-.047	-.012	-.098	-.050	-.014	-.052	-.072
2. B-Dull vs Bright	.009	.152*	.029	.090	.047	.086	.066	.056	.076	.059	.080
3. C-Emotional vs Mature	.048	-.069	.048	-.006	-.049	-.021	.062	-.048	.052	-.001	.027
4. E-Submissive vs Dominant	-.099*	-.015	-.138*	-.023	-.048	-.042	-.021	.079	-.072	.063	.004
5. F-Glum vs Enthusiastic	-.075	.088	-.087	.046	.050	.045	-.003	-.008	.045	-.066	-.004
6. G-Casual vs Conscientious	.071	.002	.082	.052	.103	.080	-.069	-.135*	-.041	-.133*	-.103
7. H-Timid vs Adventurous	-.029	-.008	-.042	.032	.054	.044	-.028	.016	-.010	-.003	-.011
8. I-Tough vs Sensitive	.001	.130*	.017	.018	.036	.037	.013	.031	.109	.075	.059
9. L-Trustful vs Suspecting	-.034	-.033	-.076	-.067	-.005	-.049	.062	.038	.039	.076	.061
10. M-Conventional vs Eccentric	-.095*	.048	-.101*	-.001	.006	-.005	.068	.107	.099	.055	.100
11. N-Simple vs Sophisticated	-.050	.046	-.028	-.059	-.112	-.097	-.002	.021	-.053	-.020	-.014
12. O-Confident vs Insecure	-.021	.073	.008	.072	.094	.076	-.054	-.018	-.065	-.024	-.054
13. Q1-Conservative vs Experimenting	-.009	.003	-.018	-.148*	-.051	-.116*	-.055	-.005	.023	-.029	-.026
14. Q2-Dependent vs Self-Sufficient	-.061	-.049	-.055	.008	.033	.002	-.033	-.026	-.000	.052	-.015
15. Q3-Uncontrol vs Self-Control	.062	.040	.068	.087	.148*	.127*	.054	.003	.037	.030	.042
16. Q4-Stable vs Tense	-.035	-.002	-.045	-.028	-.006	-.040	-.009	.064	.041	.043	.034
R= MULTIPLE CORRELATION	.181	.238	.217	.240	.258	.252	.216	.217	.231	.244	.229
F=	1.454	1.516	1.439	1.051	1.224	1.166	.844	.846	.965	1.084	.948
F-Value Sig at α = .05	1.66	1.67	1.67	1.69							

TABLE 4B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- CLERICAL TRAINING POPULATION

(Page 1 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .077	r>.098	r > .089	r> .115			r> .115				
	N= 703	N= 422	N= 483	N= 292			N= 292				
MIQ SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Ability Utilization	.012	.042	.016	.039	.027	.035	-.072	-.078	-.060	-.078	-.086
2. Achievement	.053	.016	.051	.083	.051	.071	-.033	-.032	-.037	-.057	-.047
3. Activity	.011	.062	.026	.066	.057	.067	.006	.025	.000	.018	.011
4. Advancement	-.007	.043	.018	.069	.050	.064	.050	-.012	.070	-.052	.032
5. Authority	-.010	-.096	.001	-.040	.008	-.028	-.099	-.131*	-.029	-.106	-.110
6. Company Policy and Practice	.039	-.020	.026	.051	.038	.052	.010	-.061	-.010	-.048	-.023
7. Compensation I	.009	-.020	-.018	.093	.029	.060	.171*	.122*	.135*	.026	.155*
8. Co-workers	.065	.033	.052	.027	-.043	-.002	.121*	.048	.082	.037	.097
9. Creativity	-.003	-.060	-.052	-.011	.047	.006	-.096	-.048	-.060	-.043	-.086
10. Independence	-.029	-.015	-.030	-.059	-.015	-.053	-.156*	.028	-.072	.004	-.084
11. Moral Values	.042	.050	.039	.119*	-.005	.081	.023	.030	.005	-.016	.017
12. Recognition	.026	-.010	.015	.038	-.015	.005	.079	.024	.123*	-.017	.071
13. Responsibility	-.031	-.090	-.062	-.064	.017	-.044	-.143*	-.093	-.106	-.149*	-.151*
14. Security	-.008	.011	.005	.069	.079	.083	.004	-.053	-.008	-.053	-.024
15. Social Service	.038	.059	.041	.070	.122*	.099	-.054	-.022	-.044	.010	-.040
16. Social Status	.004	-.026	-.033	.057	.030	.048	-.006	-.042	.051	-.025	-.007
17. Supervisor-Human Relations	.047	-.015	.033	.021	.002	.018	.034	.004	.022	.031	.026

-continued-

TABLE 4B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- CLERICAL TRAINING POPULATION

(Page 2 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .077	r > .098	r > .089	r > .115			r > .115				
	N= 703	N= 422	N= 483	N= 292			N= 292				
MIQ SCALES (Cont'd)	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
18. Supervisor-Technical	.044	.007	.056	.034	.046	.043	.015	-.047	-.027	-.080	-.032
19. Variety	.005	.008	.008	-.071	-.050	-.064	-.031	-.045	.017	-.059	-.033
20. Working Conditions	-.001	.014	-.021	.001	-.103	-.039	.025	-.010	-.043	-.040	-.011
21. Work Challenge	.011	-.001	.024	.010	.047	.023	-.072	-.070	-.086	-.112	-.097
22. Company Image	.066	.023	.076	.017	.022	.021	-.014	-.100	-.059	-.132*	-.074
23. Organization Control	.018	-.086	.025	-.017	-.009	-.022	-.079	-.043	-.039	-.092	-.077
24. Feed Back	-.020	-.025	-.031	.070	.050	.055	-.050	.049	.048	-.036	-.003
25. Physical Facilities	.038	-.015	.042	-.029	-.042	-.045	-.061	-.116*	-.079	-.064	-.099
26. Work Relevance	-.037	-.041	-.078	-.010	.004	-.017	-.035	.012	-.039	-.050	-.035
27. Company Prestige	-.037	-.049	-.064	.097	.134*	.118*	-.060	-.076	-.073	-.099	-.088
28. Company Goals	.022	-.023	.004	-.015	-.016	-.022	-.038	-.040	-.050	-.097	-.059
29. Closure	-.008	.007	-.020	.048	.060	.053	-.101	-.060	-.044	-.135	-.102
30. Compensation II	-.001	.029	.001	.096	.064	.085	.031	.042	.078	.033	.042
MULTIPLE CORRELATION R=	.191	.253	.270	.323	.338	.332	.415	.377	.359	.368	.396
MULTIPLE CORRELATION F=	.849	.890	1.186	1.014	1.124	1.076	1.814*	1.443	1.284	1.366	1.619*
F - Value Significant at α = .05	1.48	1.49	1.49	1.51							

TABLE 4B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- CLERICAL TRAINING POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS OTHERS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.077 N = 703	r >.098 N = 422	r >.090 N = 483				r >.115 N = 292				
R =	.083*	.006	.095*	.151*	.066	.143*	.024	-.019	.021	-.023	.009
MSAT	r >.086 N = 534	r >.109 N = 330	r >.102 N = 385				r >.129 N = 238				
R =	-.040	.117*	-.040	.125	.098	.128	.185*	.031	.079	.015	.120

*Denotes Correlations Significant at $\alpha = .05$ level
(Minimum significant correlation indicated as r > ___.)

TABLE 4B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- CLERICAL TRAINING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .088	r > .113	r > .113	r > .138			r > .138				
	N= 703	N= 422	N= 483	N= 292			N= 292				
Personal Variables	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Age	-.051	-.022	-.035	-.020	-.006	-.017	-.009	-.060	.043	.025	-.003
2. Years of Education	-.034	.103	-.033	.029	.044	.036	-.099	.043	.012	.038	-.020
3. No. of Dependents	.048	-.010	.071	-.007	-.004	-.011	-.011	-.022	.013	.050	.001
4. Married	-.024	.023	.004	-.005	.028	.006	.018	.015	.054	.048	.038
5. Prior H.S. Voc. Ed.	-.028	.009	-.064	.001	-.005	-.006	-.015	.082	.012	.017	.024
6. Prior Post-HIgh Voc. Ed.	-.009	-.084	-.051	.001	-.036	-.024	-.018	-.074	-.045	-.079	-.053
7. Prior Related Work Exp.	-.021	.035	-.001	-.125	-.075	-.118	.059	.030	.050	.043	.059
8. Prior Unrelated Work Exp.	.067	-.013	.073	.094	.098	.110	.032	.028	-.023	.004	.017

TABLE 5B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- PRACTICAL NURSING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .086	r > .105	r > .105	r > .112			r > .112				
	N= 541	N= 356	N= 366	N= 309			N= 309				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	.152*	.018	.177*	-.017	-.036	-.021	.011	.058	.015	.089	.038
2. V-Verbal Aptitude	.080	-.115*	.083	-.058	-.059	-.057	-.037	-.066	-.045	.027	-.042
3. N-Numerical Aptitude	.117*	.073	.139*	-.026	-.026	-.020	.061	.078	.045	.090	.072
4. S-Spatial Aptitude	.074	.016	.084	.040	-.008	.021	-.016	.044	-.050	.044	-.001
5. P-Form Perception	.078	.001	.101	.037	-.009	.023	-.048	.054	-.093	.025	-.029
6. Q-Clerical Perception	.097*	-.062	.118*	-.053	-.087	-.079	-.034	-.022	-.016	-.028	-.028
7. K-Motor Coordination	.039	-.049	.044	-.042	-.045	-.053	-.002	.030	.025	-.017	.014
MULTIPLE CORRELATION R=	.170	.195	.205	.117	.113	.127	.114	.168	.172	.129	.132
F=	2.269*	1.974	2.249*	.594	.554	.705	.567	1.254	1.315	.731	.768
F - Value Significant at α = .05	2.03	2.05	2.03	2.04							

TABLE 5B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- PRACTICAL NURSING POPULATION

MVII SCALE	(Values of r Significant at α = .05 and Group Size, N)										
	r > .086	r > .105	r > .105	r > .112			r > .112				
	N= 541	N= 356	N= 357	N= 309			N= 309				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. H-1 Mechanical	.023	.074	.031	.009	.052	.040	.041	-.055	.004	-.010	.003
2. H-2 Health Service	.087*	.038	.141*	.006	-.001	.006	.070	-.000	.026	.039	.043
3. H-3 Office Work	.020	-.013	-.014	.030	.028	.024	-.050	.058	-.015	.068	-.001
4. H-4 Electronics	-.058	.059	-.071	.014	.043	.043	-.144*	-.091	-.113*	-.105	-.131*
5. H-5 Food Service	.079	.029	.020	-.027	.030	-.010	-.047	-.027	-.020	-.012	-.037
6. H-6 Carpentry	-.075	.037	-.039	-.008	-.081	-.043	.011	-.012	.027	-.041	.004
7. H-7 Sales-Office	- 008	-.023	-.051	.015	.000	.009	-.023	-.098	.016	-.092	-.043
8. H-8 Clean Hands	-.034	.014	-.053	-.038	-.007	-.032	-.114*	-.070	-.095	-.085	-.107
9. H-9 Outdoors	-.022	-.046	.032	.039	-.005	.029	.075	.007	.051	.026	.052
MULTIPLE CORRELATION R=	.165	.149	.176	.080	.140	.104	.228	.205	.160	.212	.206
MULTIPLE CORRELATION F=	1.664	.873	1.238	.213	.665	.364	1.818	1.460	.875	1.570	1.478
F - Value Significant at α = .05	1.90	1.91	1.91	1,91							

TABLE 5B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- PRACTICAL NURSING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .086	r> .105	r> .105	r> .112			r> .112				
	N= 541	N= 356	N= 366	N= 309			N= 309				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. A-Aloof vs Outgoing	-.047	.041	-.043	.000	-.025	-.017	.004	-.029	-.013	-.046	-.017
2. B-Dull vs Bright	.051	.051	.053	-.121*	-.040	-.090	-.001	-.026	.041	-.010	.003
3. C-Emotional vs Mature	.006	-.007	-.004	-.051	.005	-.033	-.041	-.012	-.042	-.021	-.036
4. E-Submissive vs Dominant	-.041	-.016	-.041	-.028	-.123*	-.073	-.071	-.128*	-.082	-.082	-.100
5. F-Glum vs Enthusiastic	-.005	.047	-.005	.050	.081	.064	-.018	-.044	-.043	-.023	-.034
6. G-Casual vs Conscientious	-.027	-.004	-.026	-.085	-.098	-.113*	.040	.056	.020	.014	.040
7. H-Timid vs Adventurous	-.034	-.018	-.043	-.051	-.019	-.039	-.025	-.074	.007	-.030	-.033
8. I-Tough vs Sensitive	-.030	-.075	-.052	-.013	.036	.002	-.025	-.065	-.018	.005	-.033
9. L-Trustful vs Suspecting	-.011	-.010	.007	-.046	-.182*	-.107	.045	.055	.028	.018	.043
10. M-Conventional vs Eccentric	-.038	.018	-.054	.023	-.035	-.003	-.056	-.035	-.062	-.007	-.050
11. N-Simple vs Sophisticated	.082	.035	.112*	.025	-.028	.012	-.005	-.022	.031	-.038	-.004
12. O-Confident vs Insecure	-.035	-.034	-.068	-.067	-.057	-.066	.013	.020	.013	.021	.016
13. Q1-Conservative vs Experimenting	-.059	.018	-.085	-.009	-.039	-.018	.031	-.034	.039	.022	.021
14. Q2-Dependent vs Self-Sufficient	-.045	-.020	-.059	.039	.059	.065	.021	-.048	-.052	.025	-.016
15. Q3-Uncontrol vs Self-Control	.015	.007	.009	.059	.153*	.111	-.015	.002	-.018	.015	-.007
16. Q4-Stable vs Tense	.012	-.013	.018	-.060	-.093	-.071	.015	-.009	.033	.009	.015
R= MULTIPLE CORRELATION	.166	.146	.217	.236	.331	.285	.128	.185	.168	.114	.144
F=	.927	.462	1.081	1.037	2.170*	1.553	.292	.621	.509	.232	.371
F-Value Sig at α = .05	1.66	1.66	1.67	1.69							

TABLE 5B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- PRACTICAL NURSING POPULATION

(Page 1 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r> .086	r>.105	r>.105	r> .112			r> .112				
	N= 541	N= 356	N= 366	N=309			N= 309				
MIQ SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Ability Utilization	.038	.073	..070	.059	.053	.075	.148*	.069	.065	.062	.103
2. Achievement	-.028	-.026	-.019	.079	.082	.094	.133*	.074	.038	.062	.091
3. Activity	.017	.059	.034	.006	.051	.026	.091	.054	.036	.024	.067
4. Advancement	-.064	.052	-.082	.013	.032	.009	.054	.074	.050	.058	.066
5. Authority	-.026	.057	-.028	.046	.075	.058	.035	.039	.013	-.010	.027
6. Company Policy and Practice	-.053	-.015	-.079	-.007	-.027	-.017	.017	.038	-.004	-.001	-.014
7. Compensation I	.005	.023	.004	.015	.025	.016	.004	-.060	-.027	-.042	-.029
8. Co-workers	.017	-.014	.020	.014	-.017	.008	.094	.102	.077	.051	.094
9. Creativity	-.061	.001	-.063	.067	.027	.053	-.009	.016	-.028	-.010	-.009
10. Independence	-.015	-.010	-.009	-.042	.037	-.023	.025	.062	-.038	.008	.020
11. Moral Values	-.004	-.048	.009	.081	.034	.067	.011	-.015	-.024	-.046	-.012
12. Recognition	-.036	-.011	-.041	-.005	.051	.026	.061	.109	.078	.057	.085
13. Responsibility	.007	.042	.030	.006	.053	.022	-.002	-.026	-.018	-.067	-.021
14. Security	.055	.108*	.089	-.000	.003	.004	.036	.012	.094	-.029	.039
15. Social Service	.038	-.030	.080	.071	.095	.097	.052	.041	.051	.010	.047
16. Social Status	.044	.053	.060	.045	.109	.074	.005	.063	.014	.014	.024
17. Supervisor-Human Relations	-.001	-.069	-.021	.069	.037	.067	.046	.044	.039	-.018	.039

-continued-

TABLE 5B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- PRACTICAL NURSING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .086	r > .105	r > .105	r > .112			r > .112				
	N= 541	N= 356	N= 366	N= 309			N= 309				
MIQ SCALES (Cont'd)	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
18. Supervisor-Technical	-.061	-.025	-.083	.080	.068	.088	.079	.064	.087	.003	.075
19. Variety	-.017	.008	-.015	.073	.095	.094	.126*	.113*	.100	.075	.124*
20. Working Conditions	-.048	.080	-.055	.106	.043	.104	.150*	.117*	.121*	.055	.137*
21. Work Challenge	-.006	.124*	-.007	.029	.098	.055	.055	.127*	.085	.061	.092
22. Company Image	-.026	.049	-.032	.097	.116*	.121*	-.013	-.006	-.012	-.063	-.023
23. Organization Control	-.045	.011	-.052	.041	.050	.048	-.015	-.022	-.037	-.041	-.030
24. Feed Back	-.097*	-.038	-.121*	.044	.051	.056	.032	.054	.032	.002	.035
25. Physical Facilities	-.008	.041	-.015	.049	.136*	.099	.073	.019	.045	.007	.048
26. Work Relevance	.014	.020	.019	.030	.061	.050	.110	.101	.084	.074	.109
27. Company Prestige	.025	.081	.046	.028	.062	.045	.169*	.102	.113*	.100	.144*
28. Company Goals	-.076	.074	-.096	.075	.102	.098	.007	.014	.026	-.050	.006
29. Closure	-.057	.104	-.060	.006	.113*	.052	-.022	.024	-.027	-.062	-.023
30. Compensation II	.037	.061	.058	.010	.053	.027	.056	-.024	.056	-.016	.030
MULTIPLE CORRELATION R=	.281	.328	.378	.279	.268	.286	.337	.353	.319	.323	.343
MULTIPLE CORRELATION F=	1.457	1.304	1.857*	.779	.716	.826	1.186	1.321	1.052	1.077	1.237
F - Value Significant at α = .05	1.49	1.50	1.49	1.49							

TABLE 5B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- PRACTICAL NURSING POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS OTHERS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.086 N = 541	r >.106 N = 356	r >.105 N = 366				r >.112 N = 309				
R =	-.065	.055	-.066	-.038	-.004	-.024	.063	-.058	.038	-.049	.014
MSAT	r >.102 N = 386	r >.122 N = 266	r >.121 N = 267				r >.130 N = 234				
R =	.033	.033	.059	.030	-.046	.011	-.036	-.100	-.100	-.080	-.081

(Minimum significant correlation indicated as r > ___.)

TABLE 5B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- PRACTICAL NURSING POPULATION

		(Values of r Significant at α = .05 and Group Size, N)										
		r > .088	r > .113	r > .113	r > .113			r >				
		N= 541	N= 356	N= 366	N= 309			N= 309				
	Personal Variables	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1.	Age	-.083	-.041	-.120*	.060	.138*	.102	.136*	-.052	.107	.037	.081
2.	Years of Education	-.111*	.000	-.103	-.027	-.017	-.019	-.065	-.005	-.011	-.027	-.036
3.	No. of Dependents	-.010	.025	.003	.016	.022	.025	-.022	-.143*	-.096	-.063	-.086
4.	Married	-.024	-.034	-.051	.059	.046	.059	.067	-.057	.032	.021	.025
5.	Prior H.S. Voc. Ed.	-.086	.058	-.146*	.002	-.045	-.026	-.093	-.088	-.074	-.121*	-.100
6.	Prior Post-High Voc. Ed.	.013	-.045	.027	.015	.009	.025	.025	-.042	.025	-.025	.001
7.	Prior Related Work Exp.	.015	.006	.006	-.055	-.019	-.050	.023	-.073	.027	-.084	-.014
8.	Prior Unrelated Work Exp.	-.048	.047	-.049	-.003	.069	.021	-.083	-.067	-.114*	-.023	-.086

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TABLE 6B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
SECRETARIAL TRAINING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .070	r > .085	r > .083	r > ,096			r > .096				
	N= 848	N= 564	N= 589	N= 437			N= 437				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	.131*	.043	.188*	.011	.054	.032	.129*	.073	.082	.036	.105*
2. V-Verbal Aptitude	.097*	-.030	.118*	.013	.082	.049	.087	.082	.047	.027	.076
3. N-Numerical Aptitude	.094*	.086*	.167*	.097*	.129*	.122*	.153*	.091	.085	.062	.128*
4. S-Spatial Aptitude	.077*	.028	.110*	-.037	-.038	-.044	.075	.074	.077	.060	.083
5. P-Form Perception	.069	.056	.129*	.112*	.043	.096*	.021	.102*	.179*	.077	.072
6. Q-Clerical Perception	.074*	.068	.128*	.093	.107*	.120*	.077	.105*	.115*	.067	.109*
7. K-Motor Coordination	-.018	-.006	-.023	.038	.031	.044	.054	.092	.044	.069	.073
MULTIPLE CORRELATION R=	.147	.121	.222	.171	.176	.187	.179	.179	.139	.135	.173
F=	2.652*	1.188	4.291*	1.855	1.964	2.218*	2.036*	2.028*	1.206	1.142	1.842
F - Value Significant at α = .05	2.02	2.03	2.03	2.03							

TABLE 6B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- SECRETARIAL TRAINING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .070	r > .085	r > .083	r > .096			r > .096				
	N= 848	N= 564	N= 589	N= 437			N= 437				
MVII SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. H-1 Mechanical	-.054	-.027	-.087*	-.110*	-.138*	-.139*	-.037	-.025	-.012	-.042	-.032
2. H-2 Health Service	.007	-.100*	-.023	-.034	-.103*	-.052	-.121*	-.073	-.131*	-.072	-.122*
3. H-3 Office Work	-.007	.096*	.020	.021	.126*	.064	.169*	.105*	.090	.137*	.152*
4. H-4 Electronics	.002	-.010	.005	-.004	.001	-.004	-.040	-.052	-.032	-.100*	-.055
5. H-5 Food Service	.038*	-.024	.084*	-.095	-.124*	-.115*	-.108*	-.080	-.097*	-.094	-.114*
6. H-6 Carpentry	.007	.049	-.002	-.014	-.071	-.051	.043	.001	.066	.020	.041
7. H-7 Sales-Office	-.041	.008	-.062	-.000	-.037	-.012	-.058	-.044	-.021	-.037	-.050
8. H-8 Clean Hands	-.037	.098*	-.017	.001	.086	.034	.070	.071	.057	.069	.079
9. H-9 Outdoors	-.012	.003	-.002	-.016	-.027	-.026	-.087	-.035	-.080	-.075	-.081
MULTIPLE CORRELATION R=	.123	.160	.150	.196	.232	.223	.218	.145	.197	.198	.213
MULTIPLE CORRELATION F=	1.425	1.619	1.486	1.901*	2.710*	2.475*	2.359*	1.020	1.919*	1.929*	2.263*
F - Value Significant at α = .05	1.89	1.90	1.90	1.90							

TABLE 6B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- SECRETARIAL TRAINING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .070	r > .085	r > .083	r > .096			r > .096				
	N= 848	N= 564	N= 589	N= 437			N= 437				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. A-Aloof vs Outgoing	-.001	.005	-.009	.071	-.041	.031	-.071	-.089	-.058	-.053	-.084
2. B-Dull vs Bright	.048	.025	.056	.050	.095	.072	.015	.049	.017	-.026	.021
3. C-Emotional vs Mature	.008	.005	.004	-.032	.012	-.009	.079	.027	.092	.029	.073
4. E-Submissive vs Dominant	-.040	-.004	-.049	-.011	.010	-.003	.016	.015	.073	.008	.034
5. F-Glum vs Enthusiastic	-.021	.023	-.020	.052	.043	.060	.012	.003	.074	.029	.035
6. G-Casual vs Conscientious	.019	.092*	.038	.119*	.092	.123*	.122*	.096	.129*	.119*	.140*
7. H-Timid vs Adventurous	-.052	-.002	-.063	.055	.088	.078	.012	-.006	.063	.027	.027
8. I-Tough vs Sensitive	.026	.026	.045	.114*	.084	.112*	-.015	-.034	.008	.001	-.016
9. L-Trustful vs Suspecting	-.071*	.040	-.086*	-.004	-.020	-.007	-.013	.005	-.010	-.009	-.007
10. M-Conventional vs Eccentric	-.018	.056	-.016	-.037	-.085	-.060	.040	.058	.051	.035	.054
11. N-Simple vs Sophisticated	.002	.007	.004	-.003	.006	-.002	-.086	-.017	-.086	-.036	-.074
12. O-Confident vs Insecure	.037	-.044	.036	-.008	-.034	-.016	-.050	-.069	-.045	-.003	-.057
13. Q1-Conservative vs Experimenting	-.044	.031	-.054	.038	.027	.042	.009	-.010	.013	.024	.006
14. Q2-Dependent vs Self-Sufficient	-.072*	-.066	-.111*	.021	-.027	.006	-.052	.044	-.042	.044	-.016
15. Q3-Uncontrol vs Self-Control	-.001	.008	-.027	.072	.155*	.112*	.124*	.037	.071	.123*	.106*
16. Q4-Stable vs Tense	-.009	.065	.014	.005	.032	.022	-.031	-.028	-.027	-.031	-.035
MULTIPLE CORRELATION R=	.148	.180	.203	.242	.263	.249	.238	.200	.197	.195	.231
F=	1.169	1.142	1.537	1.635	1.952*	1.740*	1.582	1.094	1.064	1.042	1.474
F-Value Sig at α = .05	1.66	1.67	1.67	1.67							

TABLE 6B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- SECRETARIAL TRAINING POPULATION

(Page 1 of 2)

MIQ SCALES	(Values of r Significant at α = .05 and Group Size, N)										
	r > .070	r > .085	r > .083	r > .096			r > .096				
	N= 848	N= 564	N= 589	N= 437			N= 437				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. Ability Utilization	.028	.025	.027	.085	.070	.085	-.024	-.041	.011	-.017	-.021
2. Achievement	-.003	.022	-.015	.088	.101	.100*	-.008	-.007	.024	-.049	-.005
3. Activity	-.040	.060	-.055	.023	.002	.020	.002	.021	.038	.003	.019
4. Advancement	-.005	.032	-.002	.009	.016	.010	-.064	-.064	-.016	-.027	-.055
5. Authority	.029	.076	.051	.066	.018	.038	-.041	-.042	-.018	-.052	-.042
6. Company Policy and Practice	-.001	-.080	-.016	.036	.061	.055	.024	-.038	-.037	-.081	-.024
7. Compensation I	-.012	.003	-.020	-.019	.025	-.009	-.016	.033	-.020	-.021	-.005
8. Co-workers	.018	.018	.020	.065	.060	.066	-.033	-.015	-.035	-.032	-.036
9. Creativity	.043	.033	.060	.007	.007	.003	-.069	.008	-.010	-.057	-.043
10. Independence	-.011	.054	-.007	-.043	-.049	-.052	-.076	-.088	-.068	-.058	-.089
11. Moral Values	-.012	-.042	-.041	-.014	.025	.004	.018	-.005	.019	-.067	.003
12. Recognition	-.015	.049	-.009	-.017	.063	.008	-.018	-.017	-.042	-.097*	-.037
13. Responsibility	.040	.053	.057	.134*	.057	.106*	-.081	-.059	-.048	-.098*	-.080
14. Security	-.068	-.086*	-.095*	.047	.023	.045	-.029	-.082	-.028	-.035	-.050
15. Social Service	-.023	.011	-.038	.172*	.087	.150*	.017	-.022	.029	-.089	.001
16. Social Status	-.014	.094*	-.004	.056	.062	.051	-.074	-.024	-.071	-.107*	-.075
17. Supervisor-Human Relations	-.015	.003	-.034	.021	-.011	.007	-.089	-.076	-.095	-.102*	-.105*

-continued-

TABLE 6B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- SECRETARIAL TRAINING POPULATION

(Page 2 of 2)

MIQ SCALES (Cont'd)	(Values of r Significant at α = .05 and Group Size, N) GRADS VS DROPS r > .070 N= 848	EMP REL VS OTHERS r > .085 N= 564	EMP REL VS DROPS r > .083 N=589	MSQ SCALES OF SATISFACTION r > .096 N= 437 1	2	3	MSS SCALES OF SATISFACTORINESS r>.096 N= 437 1	2	3	4	5
18. Supervisor-Technical	-.025	-.029	-.035	.040	.010	.026	-.043	-.059	.004	-.069	-.045
19. Variety	-.014	.025	-.026	-.056	-.057	-.062	-.023	-.048	.004	-.073	-.035
20. Working Conditions	-.010	-.040	-.031	-.051	-.021	-.040	-.110*	-.071	-.090	-.108*	-.111*
21. Work Challenge	-.009	.018	-.015	.055	.097*	.065	-.018	-.060	-.072	-.024	-.051
22. Company Image	-.029	-.050	-.048	.082	.124*	.101*	.041	-.033	-.022	-.040	-.005
23. Organization Control	.046	.022	.052	-.007	-.016	-.020	-.022	.005	.009	-.032	-.012
24. Feed Back	-.007	.006	-.030	.054	.081	.064	.001	-.039	.018	-.065	-.016
25. Physical Facilities	.008	.004	.016	-.037	.025	-.019	-.091	-.093	-.104*	-.071	-.110*
26. Work Relevance	-.004	.018	-.019	.157*	.138*	.166*	.034	-.014	.031	-.015	.017
27. Company Prestige	.016	.028	.013	.063	.046	.061	-.010	-.041	.027	-.022	-.008
28. Company Goals	-.006	-.033	-.033	.143*	.141*	.155*	.060	-.050	.042	-.007	.023
29. Closure	-.049	.023	-.053	.071	.028	.056	-.046	-.068	-.093	-.025	-.071
30. Compensation II	-.047	.036	-.059	-.045	.012	-.025	-.035	-.022	-.086	-.070	-.058
MULTIPLE CORRELATION R=	.175	.224	.218	.315	.285	.300	.269	.236	.287	.262	.259
MULTIPLE CORRELATION F=	.863	.943	.926	1.490*	1.192	1.340	1.053	.797	1.211	.999	.970
F - Value Significant at α = .05	1.48	1.49	1.49	1.49							

TABLE 6B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- SECRETARIAL TRAINING POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS OTHERS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.070 N = 848	r >.085 N = 564	r >.083 N = 589				r >.096 N = 437				
R =	.043	.001	.046	-.033	.020	-.011	.016	-.007	.031	-.003	.015
MSAT	r >.081 N = 641	r >.095 N = 447	r >.092 N = 468				r >.107 N = 348				
R =	.070	-.021	.116*	-.003	.153*	.071	.157*	.120*	.118*	.045	.148*

*Denotes Correlations Significant at α = .05 level
(Minimum significant correlation indicated as r > ___.)

TABLE 6B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- SECRETARIAL TRAINING POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .088	r > .088	r > .088	r > .113			r >				
	N= 848	N= 564	N= 589	N= 437			N=				
Personal Variables	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Age	-.005	-.166*	-.063	.051	.067	.056	.077	.059	.063	.056	.079
2. Years of Education	-.038	-.058	-.071	.034	.021	.029	-.014	.040	.026	.043	.022
3. No. of Dependents	-.003	-.165*	-.074	.054	.086	.067	.080	.053	.028	.071	.073
4. Married	-.046	-.043	-.079	.048	-.048	.016	-.054	-.069	-.057	-.072	-.069
5. Prior H.S. Voc. Ed.	.018	.022	.009	-.064	-.056	-.063	.004	.049	.032	-.002	.023
6. Prior Post-High Voc. Ed.	-.037	-.061	-.065	-.007	-.008	-.007	.000	.057	.014	.004	.023
7. Prior Related Work Exp.	.043	.025	.071	-.005	.001	.005	-.015	.007	-.024	-.028	-.015
8. Prior Unrelated Work Exp.	.063	.010	.058	-.001	-.003	.002	-.030	-.056	-.045	.018	-.038

TABLE 7B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .044	r > .044	r > .044			r > .044				
	N= 7637	N= 3204	N= 4345	N= 2087			N= 2087				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	.041	.081*	.085*	.004	.038	.022	.112*	.050*	.056*	.033	.086*
2. V-Verbal Aptitude	.041	.068*	.094*	.031	.066*	.052*	.096*	.053*	.057*	.048*	.082*
3. N-Numerical Aptitude	.026	.098*	.083*	.029	.061*	.047*	.131*	.060*	.074*	.055*	.105*
4. S-Spatial Aptitude	.017	.025	.008	-.036	-.038	-.041	.026	.003	-.016	-.028	.004
5. P-Form Perception	.048*	.057*	.109*	.078*	.058*	.075*	.059*	.047*	.043	.012	.056*
6. Q-Clerical Perception	.059*	.071*	.146*	.075*	.072*	.080*	.118*	.059*	.097*	.049*	.106*
7. K-Motor Coordination	.033	.059*	.085*	.038	.048*	.046*	.107*	.078*	.084*	.060*	.103*
MULTIPLE CORRELATION R=	.070	.109	.165	.108	.109	.115	.163	.092	.121	.087	.143
F=	5.131*	5.466*	17.310*	3.489*	3.544*	3.994*	8.126*	2.564*	4.382*	2.284*	6.210*
F - Value Significant at α = .05	2.02	2.02	2.02	2.02							

TABLE 7B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL POPULATION

MVII SCALE	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .044	r > .044	r > .044			r > .044				
	N= 7637	N= 3204	N= 4345	N= 2087			N= 2087				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. H-1 Mechanical	-.117*	-.096*	-.261*	-.073*	-.063*	-.074*	-.074*	-.060*	-.080*	-.068*	-.086*
2. H-2 Health Service	.100*	.115*	.204*	.101*	.012	.070*	.002	.022	.003	.031	.015
3. H-3 Office Work	.079*	.066*	.194*	.010	.055*	.029	.104*	.063*	.094*	.068*	.102*
4. H-4 Electronics	-.127*	-.099*	-.263*	-.053*	-.028	-.045*	-.063*	-.051*	-.068*	-.070*	-.075*
5. H-5 Food Service	.093*	.044*	.168*	.034	-.016	.013	-.035	-.004	-.017	.016	-.017
6. H-6 Carpentry	.001	-.038	-.041	-.028	-.033	-.035	.066*	-.025	.005	-.012	-.004
7. H-7 Sales-Office	.055*	.074*	.142*	.550*	.017	.039	.018	.009	.042	.016	.027
8. H-8 Clean Hands	.057*	.033	.127*	-.001	.034	.012	.044*	.017	.061*	.029	.047*
9. H-9 Outdoors	-.089*	-.077*	-.210*	-.052*	-.049*	-.055*	-.049*	-.037	-.050*	-.056*	-.058*
MULTIPLE CORRELATION R=	.147	.140	.297	.122	.108	.114	.141	.098	.121	.094	.134
MULTIPLE CORRELATION F=	15.949*	7.065*	46.471*	3.491*	2.725*	3.018*	4.645*	2.253*	3.446*	2.047*	4.213*
F - Value Significant at α = .05	1.89	1.89	1.89	1.89							

TABLE 7B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .044	r > .044	r > .044			r > .044				
	N= 7637	N= 3204	N= 4345	N= 2087			N= 2087				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. A-Aloof vs Outgoing	.031	.058*	.107*	.073*	.003	.045*	-.023	-.026	.004	-.011	-.018
2. B-Dull vs Bright	-.002	.054*	.021	.011	.025	.019	.027	.026	.033	-.006	.029
3. C-Emotional vs Mature	-.001	-.025	-.015	.008	.020	.017	.004	-.008	.008	.003	.002
4. E-Submissive vs Dominant	-.089*	-.047*	-.146*	-.021	-.031	-.028	-.056*	-.047*	-.054*	-.039	-.060*
5. F-Glum vs Enthusiastic	-.025	.041	-.003	.058*	.026	.049*	-.013	-.038	.016	-.042	-.019
6. G-Casual vs Conscientious	.067*	.045*	.112*	.062*	.076*	.072*	.058*	.031	.068*	.033	.060*
7. H-Timid vs Adventurous	-.027	.018	-.025	.052*	.059*	.061*	-.014	-.028	-.005	-.034	-.021
8. I-Tough vs Sensitive	.103*	.088*	.229*	.054*	.063*	.062*	.049*	.020	.060*	.045*	.054*
9. L-Trustful vs Suspecting	-.048*	-.018	-.074*	-.064*	-.091*	-.081*	.014	.006	.009	.015	.013
10. M-Conventional vs Eccentric	-.017	.013	-.018	.000	-.016	-.004	.022	.030	.014	.017	.025
11. N-Simple vs Sophisticated	-.057*	.043	-.098*	-.042	-.018	-.035	-.022	-.007	-.030	-.034	-.026
12. O-Confident vs Insecure	.016	-.014	.022	-.036	-.025	-.034	-.009	-.013	-.008	.002	-.010
13. Q1-Conservative vs Experimenting	-.048*	.001	-.073*	.013	-.023	-.001	-.008	-.055*	-.013	-.025	-.026
14. Q2-Dependent vs Self-Sufficient	-.050*	-.031	-.101	.017	.018	.020	-.036	-.039	-.053*	-.012	-.045*
15. Q3-Uncontrol vs Self-Control	-.001	.051*	-.000	.094*	.100 *	.108*	.035	.015	.017	.043	.031
16. Q4-Stable vs Tense	.035	.001	.063*	-.032	-.014	-.030	.012	.004	.021	.019	.015
MULTIPLE CORRELATION R=	.153	.141	.288	.154	.173	.166	.121	.112	.121	.111	.129
F=	10.403*	4.032*	24.413*	3.139*	3.994*	3.673*	1.906*	1.640	1.933*	1.619	2.176*
F-Value Sig at α = .05	1.65	1.65	1.65	1.65							

TABLE 7B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL POPULATION

(Page 1 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r> .044	r> .044	r> .044	r> .044			r> .044				
	N= 7637	N= 3204	N= 4345	N= 2087			N= 2087				
MIQ SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Ability Utilization	.039	.064*	.080*	.077*	.050*	.074*	.060*	-.015	.033	-.007	.029
2. Achievement	.044*	.064*	.093*	.096*	.071*	.093*	.058*	.008	.027	-.008	.034
3. Activity	.020	.055*	.045*	.082*	.042	.070*	.025	-.008	.006	-.020	.007
4. Advancement	-.034	.006	-.045*	-.020	-.000	-.015	.017	-.022	.023	-.013	.005
5. Authority	-.047*	-.009	-.079*	.003	-.002	-.003	-.051*	-.060*	-.024	-.074*	-.060*
6. Company Policy and Practice	.027	.021	.068*	.043	.044*	.050*	.039	-.025	.008	-.019	.010
7. Compensation I	-.026	-.053*	-.076*	-.006	.015	.000	.037	.017	.022	-.017	.023
8. Co-workers	.035	.045*	.069*	.030	.014	.027	.060*	.013	.041	-.001	.040
9. Creativity	-.043	-.043	-.093*	.006	.015	.012	-.025	-.021	-.023	-.047*	-.033
10. Independence	-.042	-.053*	-.084*	-.031	-.019	-.032	-.067*	-.045*	-.051*	.051*	-.065*
11. Moral Values	.071*	.072*	.131*	.074*	.033	.064*	.053*	.029	.040	.006	.045*
12. Recognition	-.022	-.052*	-.051*	-.010	.024	.003	.012	-.009	.020	.055*	-.001
13. Responsibility	-.043	-.019	-.077*	.034	.037	.035	-.076*	-.078*	-.052*	-.112*	-.089*
14. Security	-.004	.013	.002	.023	.008	.022	.009	-.031	.012	-.022	-.005
15. Social Service	.069*	.112*	.158*	.149*	.085*	.132*	-.001	-.009	.005	-.010	-.002
16. Social Status	.036	-.031	-.080*	.024	.028	.023	-.045*	-.042	-.024	-.070*	-.051*
17. Supervisor-Human Relations	-.009	.008	-.006	.024	.018	.024	.007	-.029	.001	-.037	-.012

-continued-

TABLE 7B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL POPULATION

(Page 2 of 2)

MIQ SCALES (Cont'd)	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044 N= 7637	r > .044 N= 3204	r > .044 N= 4345	r > .044 N= 2087			r > .044 N= 2087				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	NSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Supervisor-Technical	.004	.019	.021	.047*	.029	.043	.022	-.017	.024	-.027	.007
2. Variety	.003	.007	.001	-.007	-.003	-.006	.019	-.024	.014	-.042	-.001
3. Working Conditions	-.008	-.010	-.006	-.007	-.018	-.008	.016	-.011	.013	-.023	.003
4. Work Challenge	-.052*	-.039	-.088*	-.002	.031	.008	-.042	-.040	-.047*	-.059*	-.054*
5. Company Image	.025	.018	.053*	.058*	.072*	.069*	.029	-.019	.001	-.035	.001
6. Organization Control	-.033	-.075*	-.090*	-.002	.009	.006	-.036	-.040	-.034	-.072*	-.050*
7. Feed Back	-.030	-.018	-.050*	.055*	.059*	.061*	.005	-.020	.008	-.054*	-.016
8. Physical Facilities	-.026	-.044*	-.071*	-.010	.014	-.001	-.026	-.049*	-.042	-.036	-.046*
9. Work Relevance	-.009	.016	-.006	.071*	.073*	.079*	.035	-.002	.031	-.013	.020
10. Company Prestige	.037	.088*	.069*	.080*	.065*	.079*	.039	-.001	.036	-.009	.026
11. Company Goals	.009	.012	.035	.081*	.081*	.089*	.029	-.019	.034	-.020	.014
12. Closure	-.005	-.022	-.011	.032	.027	.032	-.042	-.044*	-.051*	-.063*	-.056*
13. Compensation II	-.033	-.041	-.075	-.021	.004	-.012	.005	-.003	-.002	-.038	-.007
MULTIPLE CORRELATION R=	.139	.188	.262	.180	.143	.169	.185	.140	.159	.151	.174
F=	4.987*	3.870*	10.563*	2.301*	1.424	2.020*	2.428*	1.372	1.779*	1.601*	2.147*
F-Value Significant at = .05	1.47	1.47	1.47	1.47							

TABLE 7B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.044 N =7637	r >.044 N =3204	r >.044 N= 4345				r >.044 N =2087				
R =	.058*	.113*	.132*	.064*	.055*	.071*	.083*	.056*	.080*	.051*	.085*
MSAT	r >.044 N =5780	r >.044 N =2533	r >.044 N =3374				r >.050 N =1668				
R =	.020	.041	.063*	.038	.069*	.062*	.110*	.058*	.073*	.034	.093*

*Denotes Correlations Significant at $\alpha = .05$ level
(Minimum significant correlation indicated as r > ___.)

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TABLE 7B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS - TOTAL POPULATION

Personal Variables	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .044	r > .044	r > .044			r > .044				
	N= 7637	N= 3204	N= 4345	N= 2087			N= 2087				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. Age	.005	.011	.018	.047*	.038	.044*	.057*	.003	.026	.040	.040
2. Years of Education	.019	.016	.037	.041	.024	.036	-.013	.005	.007	-.007	-.003
3. No. of Dependents	-.006	.034	.007	.018	.009	.014	-.011	-.027	-.025	.011	-.019
4. Married	-.008	.061*	.026	.035	.012	.026	.022	-.009	.012	.022	.014
5. Prior H.S. Voc. Ed.	-.003	.015	-.016	-.025	.009	-.013	.036	.004	.034	-.008	.025
6. Prior Post-High Voc. Ed.	.001	-.013	.001	.026	.024	.022	-.020	-.003	-.012	-.012	-.015
7. Prior Related Work Exp.	.029	.058*	.048*	.035	.025	.031	.018	-.013	.006	-.024	.002
8. Prior Unrelated Work Exp.	-.038	.015	-.056*	-.009	.007	-.003	-.029	-.046*	-.046*	-.018	-.042
9. Sex	-.121*	-.132*	-.296*	-.070*	-.050	-.066*	-.085*	-.063*	-.075*	-.079*	-.092*

TABLE 8B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL MALE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .055	r > .044	r > .074			r > .074				
	N=4561	N= 1362	N= 2327	N= 772			N= 772				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	.003	.068*	.028	-.065*	.008	-.035	.111*	.048	.052	.007	.080*
2. V-Verbal Aptitude	-.024	.019	-.023	-.031	.039	.002	.057	.021	.033	.004	.041
3. N-Numerical Aptitude	-.010	.050	.015	-.022	.013	-.009	.131*	.074*	.074*	.055	.109*
4. S-Spatial Aptitude	.019	.084*	.050*	-.089*	-.054	-.080*	.054	-.015	-.007	-.075*	.009
5. P-Form Perception	-.009	.021	.005	.054	.051	.057	.076*	.004	.053	-.036	.045
6. Q-Clerical Perception	-.033	-.008	-.028	.064	.065	.067	.119*	-.000	.067	.008	.074*
7. K-Motor Coordination	-.020	-.010	-.019	.016	.025	.020	.116*	.064	.084	.056	.103*
MULTIPLE CORRELATION R=	.048	.101	.084	.144	.120	.137	.166	.108	.108	.122	.138
F=	1.502	1.993	2.354	2.311*	1.595	2.088*	3.093*	1.288	1.288	1.649	2.119*
F - Value Significant at α = .05	2.01	2.01	2.01	2.03							

TABLE 8B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL MALE POPULATION

MVII SCALE	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .055	r > .044	r > .074			r > .074				
	N= 4561	N= 1362	N= 2327	N= 772			N= 772				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. H-1 Mechanical	.020	.076*	.045*	-.042	-.050	-.048	.009	.018	-.015	.019	.008
2. H-2 Health Service	-.029	.012	-.019	.031	.000	.026	-.025	-.035	-.012	-.030	.030
3. H-3 Office Work	-.004	-.043	-.005	.035	.028	.030	.043	.025	.040	.017	.041
4. H-4 Electronics	-.026	.021	-.032	-.005	.005	-.004	.041	.026	.017	.019	.032
5. H-5 Food Service	-.002	-.068*	-.039	-.003	-.043	-.020	-.135	-.093*	-.088*	-.063	-.124*
6. H-6 Carpentry	.062*	.025	.082*	.030	.036	.038	.037	.018	.035	.059	.044
7. H-7 Sales-Office	-.055*	-.037	-.068*	-.017	-.001	-.011	-.045	-.066	-.009	-.066	-.052
8. H-8 Clean Hands	.002	-.063*	-.014	-.003	-.008	-.010	.047	.030	.095*	.045	.065
9. H-9 Outdoors	.038	.053	.054*	-.018	-.001	-.009	.078*	.046	.054	.040	.069
MULTIPLE CORRELATION R=	.084	.119	.115	.129	.160	.151	.198	.131	.178	.143	.192
F=	3.593*	2.158*	3.450*	1.433	2.224*	1.976*	3.455*	1.478	2.770*	1.768	3.241*
F - Value Significant at γ = .05	1.89	1.89	1.89	1.90							

TABLE 8B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL MALE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r> .055	r> .044	r> .074			r> .074				
	N= 4561	N= 1362	N= 2327	N= 772			N= 772				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. A-Aloof vs Outgoing	-.045*	-.003	-.023	.045	.006	.024	-.059	-.060	-.004	-.036	-.052
2. B-Dull vs Bright	-.021	.042	-.010	.007	.007	.008	.042	.045	.036	-.016	.041
3. C-Emotional vs Mature	.011	-.039	.002	.026	.044	.041	-.003	.005	.003	.026	.006
4. E-Submissive vs Dominant	-.073*	-.053	-.111*	-.014	.009	-.001	-.080*	-.051	-.085*	-.051	-.085*
5. F-Glum vs Enthusiastic	-.060*	.055*	-.030	.041	-.012	.013	-.026	-.069	.012	-.099*	-.046
6. G-Casual vs Conscientious	.050*	.019	.070*	.077*	.103*	.092*	.051	.037	.065	.025	.057
7. H-Timid vs Adventurous	-.030	.037	.000	.056	.066	.062	.013	-.015	.015	-.051	-.003
8. I-Tough vs Sensitive	-.009	-.022	-.013	-.009	.012	-.003	-.026	-.047	-.020	-.045	-.037
9. L-Trustful vs Suspecting	-.032	-.019	-.058*	-.071	-.111*	-.094*	-.026	-.014	-.025	.018	-.020
10. M-Conventional vs Eccentric	-.028	-.033	-.052*	.020	-.003	.017	.003	-.005	-.011	-.014	-.006
11. N-Simple vs Sophisticated	-.047*	-.046	-.090*	-.068	.033	-.028	-.009	.022	-.028	-.012	-.009
12. O-Confident vs Insecure	-.005	-.042	-.029	-.070	-.061	-.072	-.008	-.017	-.006	-.041	-.017
13. Q1-Conservative vs Experimenting	-.039	-.004	-.039	.020	-.037	-.005	.002	-.068	-.018	-.030	-.027
14. Q2-Dependent vs Self-Sufficient	-.005	.017	-.000	.035	.047	.047	.015	.002	-.008	.001	.006
15. Q3-Uncontrol vs Self-Control	-.005	.100*	.035	.098*	.070	.095*	.041	.017	.045	.034	.040
16. Q4-Stable vs Tense	.020	-.042	.012	-.006	-.021	-.019	-.010	-.016	-.034	-.007	-.023
MULTIPLE CORRELATION R=	.115	.159	.154	.169	.195	.175	.127	.141	.122	.145	.133
F=	3.806*	2.180*	3.507*	1.387	1.865*	1.491	.774	.957	.713	1.013	.850
F-Value Sig at α = .05	1.65	1.65	1.65	1.66							

TABLE 8B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL MALE POPULATION

(Page 1 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r> .044	r> .055	r> .044	r> .074			r> .074				
	N= 4561	N= 1362	N= 2327	N= 772			N= 772				
MIQ SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Ability Utilization	.023	.137*	.092*	.023	.042	.039	.122*	.118*	.118*	.121*	.144*
2. Achievement	-.003	.046	.014	.088*	.052	.083*	.076*	-.058	.048	-.034	.025
3. Activity	.002	.045	.016	.102*	.066	.095*	.062	-.027	.043	-.032	.025
4. Advancement	.008	.047	.024	.136*	.072	.117*	.006	-.057	-.007	-.072	-.029
5. Authority	.002	.068*	.041	.055	.009	.041	.053	.011	.085*	.030	.055
6. Company Policy and Practice	-.022	.011	-.002	.056	.017	.042	.021	-.029	.016	-.057	-.024
7. Compensation I	-.005	.050	.029	.070	.066	.079*	.023	-.045	.046	-.005	.010
8. Co-workers	.006	-.028	-.015	.057	.033	.056	.051	.040	.061	.013	.053
9. Creativity	-.007	.032	.011	.064	.026	.058	.055	-.058	.033	-.036	.009
10. Independence	-.035	.020	-.023	.066	.041	.069	.000	-.008	-.011	-.048	-.014
11. Moral Values	-.021	-.075*	-.060*	.042	.008	.028	-.104*	-.067	-.057	-.095*	-.099*
12. Recognition	.030	.079*	.060*	.085*	.032	.074*	.035	.006	.028	.018	.027
13. Responsibility	-.015	-.026	-.008	.088*	.051	.087*	.006	-.016	.014	-.065	-.011
14. Security	-.039	.011	-.032	.090*	.061	.085*	-.090*	-.079*	-.019	-.113*	-.090
15. Social Service	.008	.057*	.036	.048	.021	.048	.018	-.012	.022	.002	.010
16. Social Status	-.022	.080*	.013	.133*	.067	.114*	-.030	-.084*	-.001	-.071	-.051
17. Supervisor-Human Relations	-.026	-.031	-.036	.080*	.051	.071	-.020	-.040	.018	-.069	-.029

-continued-

TABLE 8B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL MALE POPULATION

(Page 2 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044 N= 4561	r > .055 N= 1362	r > .044 N= 2327	r > .074 N= 722			r > .074 N= 722				
MIQ SCALES (Cont'd)	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
18. Supervisor-Technical	-.021	.062*	.011	.028	.026	.033	.021	-.052	.041	-.025	.001
19. Variety	-.014	.056*	.018	.063	.044	.065	.020	-.030	.055	.010	.018
20. Working Conditions	-.005	.015	.012	.031	.038	.038	.000	-.077*	.024	-.097*	-.045
21. Work Challenge	-.015	.007	.013	.029	.018	.030	.011	-.020	.053	-.005	.011
22. Company Image	-.041	-.024	-.018	.046	.050	.049	-.033	-.021	-.022	-.054	-.038
23. Organization Control	.006	-.003	.011	.060	.045	.057	.023	.001	.042	.002	.020
24. Feed Back	-.022	-.051	-.039	.066	.048	.077*	-.036	-.044	-.041	-.074*	-.053
25. Physical Facilities	-.040	-.006	-.045*	.087*	.061	.089*	.012	-.055	.004	-.077*	-.023
26. Work Relevance	-.007	-.026	-.014	.048	.037	.050	.005	-.000	.006	.004	.001
27. Company Prestige	-.018	.019	-.011	.092*	.076*	.095*	.032	.009	.079*	-.018	.035
28. Company Goals	.018	.114*	.049*	.088*	.049	.076*	-.002	-.034	.027	-.050	-.014
29. Closure	-.033	-.003	-.029	.109*	.089*	.113*	.012	-.023	.060	-.018	.001
30. Compensation II	-.015	-.032	-.015	.020	-.008	.014	-.062	-.068	-.051	-.075*	-.074*
MULTIPLE CORRELATION R=	.109	.229	.158	.212	.161	.202	.232	.207	.204	.213	.218
MULTIPLE CORRELATION F=	1.816*	2.455*	1.959*	1.162	.657	1.051	1.405	1.106	1.073	1.174	1.232
F - Value Significant at α = .05	1.47	1.47	1.47	1.48							

TABLE 8B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL MALE POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.044 N =4561	r >.056 N =1362	r >.044 N =2327				r >.074 N = 772				
R =	.023	.137*	.092*	.023	.042	.039	.122*	.118*	.118*	.121*	.144*
MSAT	r >.044 N =3484	r >.060 N =1085	r >.047 N =1809				r >.081 N = 630				
R =	-.015	-.059	-.020	-.038	.018	-.004	.075	.027	.062	.026	.064

*Denotes Correlations Significant at $\alpha = .05$ level
(Minimum significant correlation indicated as r > ___.)

TABLE 8B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL MALE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .055	r > .044	r > .074			r > .074				
	N= 4561	N= 1362	N= 2327	N= 772			N= 772				
Personal Variables	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Age	.027	.062*	.118*	.054	.022	.037	.100*	.064	.052	.077*	.093*
2. Years of Education	.014	.011	.025	.040	.016	.032	.023	.061	-.020	-.002	.022
3. No. of Dependents	.007	.084*	.071*	.013	-.005	.003	.029	.042	.029	.061	.042
4. Married	.006	.108*	.092*	.002	-.011	-.009	.061	.025	.049	.051	.057
5. Prior H.S. Voc. Ed.	-.011	.002	-.044*	.009	.039	.028	.010	-.043	.034	-.017	-.001
6. Prior Post-High Voc Ed.	.021	.021	.053*	.064	.072	.063	-.027	.021	-.016	.015	-.009
7. Prior Related Work Exp.	.031	.051	.058*	.075*	.075*	.077*	.037	-.027	.015	-.024	.009
8. Prior Unrelated Work Exp.	-.035	.063*	-.007	-.064	.064	-.040	.061	.019	.059	.037	.054

TABLE 9B

CORRELATIONS BETWEEN THE GATB AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL FEMALE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .047	r > .044	r > .056			r > .056				
	N= 3076	N= 1842	N= 2018	N= 1315			N= 1315				
GATB SCALE	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. G-Intelligence	.096*	.077*	.139*	.039	.053	.050	.106*	.046	.053	.041	.082*
2. V-Verbal Aptitude	.073*	.045	.105*	.037	.063*	.054	.086*	.046	.042	.041	.069*
3. N-Numerical Aptitude	.049*	.105*	.098*	.042	.079*	.064*	.112*	.038	.056*	.036	.082*
4. S-Spatial Aptitude	.070*	.010	.083*	.013	-.014	-.002	.034	.030	-.000	.022	.027
5. P-Form Perception	.052*	.029	.080*	.070*	.046	.066*	.022	.050	.013	.013	.029
6. Q-Clerical Perception	.049*	.037	.064*	.044	.052	.054	.078*	.054	.076*	.024	.076*
7. K-Motor Coordination	.007	.038	.016	.016	.040	.030	.064*	.059*	.051	.025	.063*
MULTIPLE CORRELATION R=	.106	.108	.146	.079	.104	.095	.138	.080	.101	.052	.112
F=	4.981*	3.092*	6.254*	1.173	2.042*	1.700	3.625*	1.203	1.924	.506	2.372*
F - Value Significant at α = .05	2.02	2.02	2.02	2.02							

TABLE 9B (Continued)

CORRELATIONS BETWEEN THE MVII AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL FEMALE POPULATION

MVII SCALE	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .047	r > .044	r > .056			r > .056				
	N= 3076	N= 1842	N= 2018	N= 1315			N= 1315				
	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. H-1 Mechanical	-.065*	-.071*	-.091*	-.012	-.033	-.020	-.023	-.055	-.063*	-.033	-.048
2. H-2 Health Service	.083*	.084*	.101*	.094*	-.019	.052	-.053	-.003	-.047	-.001	-.037
3. H-3 Office Work	-.026	.007	-.015	-.073*	.036	-.031	.079*	.036	.074*	.033	.070*
4. H-4 Electronics	-.081*	-.060*	-.112*	-.004	.022	.012	-.055	-.047	-.069*	-.070*	-.067*
5. H-5 Food Service	.058*	.004	.048*	-.003	-.054	-.029	-.072*	-.019	-.054	-.013	-.054
6. H-6 Carpentry	-.024	-.030	-.036	-.037	-.068*	-.061*	.034	-.024	.028	-.026	.013
7. H-7 Sales-Office	.018	.038	.015	.034	-.017	.014	-.025	-.010	.008	-.010	-.012
8. H-8 Clean Hands	-.011	.017	-.007	-.049	.029	-.019	-.010	-.031	.000	-.032	-.019
9. H-9 Outdoors	-.009	.003	.003	.011	-.035	-.010	-.026	-.010	-.029	-.028	-.026
MULTIPLE CORRELATION R=	.115	.126	.154	.113	.103	.101	.144	.103	.137	.112	.136
MULTIPLE CORRELATION F=	4.566*	3.284*	5.420*	1.875*	1.555	1.494	3.070*	1.555	2.774*	1.842	2.733*
F - Value Significant at α = .05	1.89	1.89	1.89	1.89							

TABLE 9B (Continued)

CORRELATIONS BETWEEN THE 16PF AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL FEMALE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r> .047	r>.044	r> .056			r> .056				
	N= 3076	N= 1842	N=2018	N= 1315			N= 1315				
16 PF SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION			MSS SCALES OF SATISFACTORINESS				
				1	2	3	1	2	3	4	5
1. A-Aloof vs Outgoing	.008	.025	.016	.057*	-.030	.025	-.055	-.047	-.036	-.045	-.056*
2. B-Dull vs Bright	.019	.052*	.030	.007	.031	.019	.011	.010	.025	-.007	.014
3. C-Emotional vs Mature	.005	.001	.009	.006	.012	.012	.014	-.008	.016	-.002	.007
4. E-Submissive vs Dominant	-.044*	-.002	-.058*	-.009	-.043	-.028	-.026	-.032	-.024	-.016	-.029
5. F-Glum vs Enthusiastic	-.006	.014	-.012	.062*	.042	.061*	-.014	-.029	.013	-.022	-.013
6. G-Casual vs Conscientious	.031	.031	.046*	.039	.052	.049	.043	.014	.054	.020	.042
7. H-Timid vs Adventurous	-.003	.018	-.005	.058*	.061*	.067*	-.020	-.029	-.007	-.018	-.021
8. I-Tough vs Sensitive	.011	.008	.012	.016	.055	.037	-.006	-.025	.030	.003	-.002
9. L-Trustful vs Suspecting	-.067*	-.013	-.082*	-.058*	-.076*	-.070*	.041	.019	.031	.017	.035
10. M-Conventional vs Eccentric	-.045*	.028	-.061*	-.025	-.035	-.030	.018	.040	.016	.023	.027
11. N-Simple vs Sophisticated	-.015	-.013	-.001	-.017	-.043	-.030	-.018	-.014	-.020	-.037	-.023
12. O-Confident vs Insecure	.004	-.020	.000	-.033	-.015	-.027	-.026	-.024	-.024	.010	-.025
13. Q1-Conservative vs Experimenting	-.036	.031	-.047*	.018	-.007	.010	-.003	-.039	-.001	-.011	-.014
14. Q2-Dependent vs Self-Sufficient	-.035	-.012	-.054*	.037	.022	.033	-.034	-.038	-.052	.012	-.039
15. Q3-Uncontrol vs Self-Control	.054*	.037	.054*	.107*	.129*	.129*	.050	.027	.018	.064*	.045
16. Q4-Stable vs Tense	-.024	-.010	-.037	-.070*	-.026	-.059	-.002	-.004	.029	.010	.007
MULTIPLE CORRELATION R=	.113	.087	.148	.149	.186	.167	.123	.112	.114	.107	.123
F=	2.473*	.869	2.801*	1.842*	2.907*	2.327*	1.246	1.030	1.068	.940	1.246
F-Value Sig at α = .05	1.65	1.65	1.65	1.65							

TABLE 9B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL FEMALE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r> .044	r> .047	r> .044	r> .056			r> .056				
	N= 3076	N= 1842	N= 2018	N= 1315			N= 1315				
MIQ SCALES	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Ability Utilization	.062*	.051*	.086*	.077*	.054	.080*	.043	.007	.044	-.012	.032
2. Achievement	.049*	.041	.055*	.056*	.038	.055	.031	-.008	.008	-.012	.010
3. Activity	.037	.029	.040	.073*	.059*	.074*	.030	.008	-.005	-.021	.010
4. Advancement	.009	.048*	.021	.047	.020	.040	.029	.012	.007	.003	.019
5. Authority	-.028	-.001	-.032	-.038	.009	-.024	.024	-.020	.016	-.013	.007
6. Company Policy and Practice	-.014	.036	-.003	-.001	.006	-.004	-.038	-.056*	-.018	-.056*	-.046
7. Compensation I	.023	-.041	.013	.015	.022	.022	.033	-.027	-.025	-.042	-.007
8. Co-workers	-.005	-.033	-.025	-.021	.018	-.012	.052	.021	.022	-.013	.032
9. Creativity	.044*	.024	.050*	-.005	-.004	-.006	.045	.037	.029	.002	.037
10. Independence	-.007	-.052*	-.039	-.006	.015	-.000	-.014	-.009	-.008	-.024	-.016
11. Moral Values	-.047*	-.011	-.057*	-.065*	-.030	-.060*	-.036	-.026	-.040	-.015	-.037
12. Recognition	.053*	.006	.050*	.044	.015	.036	.033	.019	.021	-.033	.022
13. Responsibility	-.005	-.046	-.019	-.050	.018	-.030	.032	.007	.038	-.035	.022
14. Security	-.009	-.009	-.022	.017	.035	.021	-.050	-.065*	-.055	-.095*	-.071*
15. Social Service	.000	-.009	.003	.018	.007	.016	.015	-.034	.017	-.026	-.002
16. Social Status	.069*	.058*	.084*	.134*	.075*	.118*	-.036	-.010	-.035	-.026	-.032
17. Supervisor-Human Relations	-.004	.008	-.019	.010	.027	.012	-.041	-.030	-.030	-.055	-.044

-continued-

TABLE 9B (Continued)

CORRELATIONS BETWEEN THE MIQ AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL FEMALE POPULATION

(Page 2 of 2)

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044 N= 3076	r > .047 N= 1842	r > .044 N= 2018	r > .056 N= 1315			r > .056 N= 1315				
MIQ SCALES (Cont'd)	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
18. Supervisor-Technical	.017	-.030	.001	.028	.018	.026	.007	-.012	-.013	-.037	-.011
19. Variety	.025	-.020	.021	.038	.020	.032	.024	-.009	.008	-.048	.002
20. Working Conditions	.011	.006	-.010	-.024	-.024	-.027	.033	.006	.037	-.008	.026
21. Work Challenge	-.012	-.020	-.032	-.024	-.038	-.027	.020	-.005	-.005	-.032	.001
22. Company Image	-.011	-.001	-.025	-.006	.037	.007	-.021	-.031	-.038	-.037	-.035
23. Organization Control	.019	.007	.017	.045	.080	.064*	.018	-.041	-.033	-.071*	-.026
24. Feed Back	.009	-.051*	-.010	-.026	-.003	-.021	-.014	-.022	-.011	-.051	-.024
25. Physical Facilities	-.012	-.022	-.032	.039	.060*	.047	-.010	.003	.013	-.036	-.007
26. Work Relevance	.013	-.012	.005	-.020	.016	-.009	.018	-.057*	-.046	-.035	-.045
27. Company Prestige	-.007	.006	-.026	.058*	.070*	.070*	.034	-.009	.005	-.012	.010
28. Company Goals	.031	.048*	.033	.070*	.069*	.074*	.051	.009	.033	.005	.036
29. Closure	.017	-.019	-.001	.049	.065*	.061*	.018	-.032	.002	-.042	-.008
30. Compensation II	-.016	-.019	-.028	.038	.048	.041	-.033	-.033	-.053	-.059	-.050
MULTIPLE CORRELATION R=	.133	.167	.170	.185	.166	.175	.181	.156	.174	.170	.175
MULTIPLE CORRELATION F=	1.828*	1.732*	1.971*	1.517*	1.213	1.352	1.450	1.068	1.336	1.274	1.352
F - Value Significant at α = .05	1.47	1.47	1.47	1.47							

TABLE 9B (Continued)

CORRELATIONS BETWEEN THE VDI AND MSAT AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL FEMALE POPULATION

POPULATION	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
VDI	r >.044 N =3076	r >.047 N =1842	r >.044 N =2018				r >.056 N =1315				
R =	.062*	.051*	.086*	.077*	.054	.080*	.043	.007	.044	-.012	.032
MSAT	r >.044 N =2296	r >.054 N =1448	r >.052 N =1565				r >.062 N =1038				
R =	.036	.072*	.069*	.062*	.091*	.085*	.113*	.062*	.061	.020	.089*

*Denotes Correlations Significant at α = .05 level
(Minimum significant correlation indicated as r > ___.)

TABLE 9B (Continued)

CORRELATIONS BETWEEN THE PERSONAL VARIABLES AND THE CRITERIA OF VOCATIONAL STUDENT SUCCESS
- TOTAL FEMALE POPULATION

	(Values of r Significant at α = .05 and Group Size, N)										
	r > .044	r > .047	r > .044	r > .056			r > .056				
	N= 3076	N= 1842	N= 2018	N= 1315			N= 1315				
Personal Variables	GRADS VS DROPS	EMP REL VS OTHERS	EMP REL VS DROPS	MSQ SCALES OF SATISFACTION 1	2	3	MSS SCALES OF SATISFACTORINESS 1	2	3	4	5
1. Age	-.008	-.012	-.017	.057*	.060*	.062*	.046	-.023	.025	.031	.026
2. Years of Education	.033	.016	.014	.041	.028	.038	-.028	-.018	.018	-.010	-.014
3. No. of Dependents	.018	-.000	.021	.042	.036	.042	-.029	-.076*	-.059*	-.018	-.054
4. Married	.016	.034	.016	.076*	.042	.068*	.008	-.023	-.001	.015	.000
5. Prior H.S. Voc. Ed.	-.013	.002	-.038	-.057*	-.017	-.047	.040	.020	.027	-.014	.028
6. Prior Post-High Voc Ed.	.010	-.028	.004	.006	-.009	-.001	.000	-.010	.003	-.022	-.005
7. Prior Related Work Exp.	.053*	.073*	.078*	.012	-.006	.004	.006	-.006	-.000	-.027	-.003
8. Prior Unrelated Work Exp.	.032	.014	.031	.042	.024	.038	-.052	-.061*	-.078*	-.024	-.064*

APPENDIX C

THE SUB-SET OF INSTRUMENT SCALES MOST PREDICTIVE OF THE CRITERIA OF VOCATIONAL STUDENT SUCCESS

TOTAL POPULATION

Test Instrument Scale Combinations 1C 124

Personal Data Variable Combinations 2C 127

TOTAL MALE POPULATION

Test Instrument Scale Combinations. 3C 128

Personal Data Variable Combinations 4C 131

TOTAL FEMALE POPULATION

Test Instrument Scale Combinations. 5C 132

Personal Data Variable Combinations 6C 135

TABLE 1C

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
GATB	1. G-Intelligence	.	.	.	.	.	.	.	.	.	.	.
	2. V-Verbal Aptitude	.	.	.	.	*	.	.	.	.	.	.
	3. N-Numerical Aptitude	.	*	.	.	.	.	*	.	.	.	.
	4. S-Spatial Aptitude	*	.	*	*	*	*	.	.	.	.	.
	5. P-Form Perception	.	.	.	*	*	*	.	.	.	.	.
	6. Q-Clerical Perception	.	.	.	.	.	.	.	.	*	.	*
	7. K-Motor Coordination	.	.	.	.	.	.	*	*	.	.	*
MVII	H-1 Mechanical	.	.	.	.	*	.	.	.	*	*	*
	H-2 Health Service	*	*	*	.	.	.	.	.	.	.	.
	H-3 Office Work	.	*	*	.	.	.	.	.	.	.	.
	H-4 Electronics	*	.	*	.	.	.	.	.	.	.	.
	H-5 Food Service	.	.	.	.	*	.	*	.	*	.	*
	H-6 Carpentry	.	.	.	.	.	.	.	.	.	.	.
	H-7 Sales-Office	.	.	*	.	*	.	.	.	.	.	.
	H-8 Clean Hands	.	.	.	.	.	.	.	.	.	.	.
	H-9 Outdoors	.	.	.	.	.	.	.	.	.	.	.
16PF	A-Aloof vs Outgoing	.	.	.	.	.	.	.	.	.	.	*
	B-Dull vs Bright	.	.	.	.	.	.	.	.	.	.	.
	C-Emotional vs Mature	.	.	.	.	.	.	.	.	.	.	.
	E-Submissive vs Dominant	*	.	*	.	.	.	*	.	*	.	*
	F-Glum vs Enthusiastic	*	.	.	.	.	.	.	.	.	.	.
	G-Casual vs Conscientious	*	.	*	.	.	.	*	.	*	.	*
	H-Timid vs Adventurous	.	.	.	.	.	.	.	.	.	.	.
	I-Tough vs Sensitive	.	.	*	.	.	.	.	.	.	.	.
	L-Trustful vs Suspecting	*	.	*	.	*	*	.	.	.	.	.
	M-Conventional vs Eccentric	.	.	.	.	.	.	.	.	.	.	.
	N-Simple vs Sophisticated	.	.	.	.	.	.	.	.	.	.	.
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.	.	.
	Q1-Conservative vs Experiment	*	.	*	.	.	.	.	.	.	.	.
	Q2-Dependent vs Self-Suf	*	.	*	.	.	.	.	.	.	.	.
	Q3-Uncontrol vs Self-Control	.	.	.	*	*	*	.	.	.	*	.
	Q4-Stable vs. Tense	.	.	.	.	.	.	.	.	.	.	.

TABLE 1C (Continued)

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
1. Ability Utilization	*	*	*	.	.	.	.	.	*	.	*
2. Achievement	.	.	.	.	.	.	*	.	.	.	.
3. Activity	.	.	.	.	.	.	.	.	.	.	.
4. Advancement	.	.	.	.	.	.	.	.	.	.	.
5. Authority	.	.	.	.	.	.	.	.	.	.	.
6. Company Prac and Pol	.	*	.	.	.	.	.	.	.	.	.
7. Compensation I	.	.	.	.	.	.	.	.	.	.	.
8. Co-workers	.	.	.	.	.	.	.	.	.	.	.
9. Creativity	.	.	.	.	.	.	.	.	.	.	*
10. Independence	.	.	*	.	.	.	.	.	.	.	.
11. Moral Value	.	.	.	.	.	.	.	.	.	.	.
12. Recognition	*	.	*	.	.	.	.	.	.	.	.
13. Responsibility	.	.	.	.	.	.	.	.	*	.	.
14. Security	.	.	.	.	.	.	*	*	.	*	*
15. Social Service	.	.	.	.	.	.	.	.	.	.	.
16. Social Status	.	*	.	*	*	*	.	.	.	.	.
17. Supervision (Human Relations)	.	.	.	.	.	.	.	.	.	.	.
18. Supervision (Technical)	.	.	.	.	.	.	.	.	.	.	.
19. Variety	.	.	.	.	.	.	.	.	.	.	.
20. Working Conditions	.	.	*	.	.	.	.	.	.	.	.
21. Work Challenge	.	.	.	.	.	.	.	.	.	.	.
22. Company Image	.	.	.	.	.	.	.	.	.	.	.
23. Organizational Control	.	.	.	.	.	.	.	.	.	.	.
24. Feedback	.	*	.	.	.	.	.	.	.	.	.
25. Physical Facilities	*	.	*	.	.	.	.	.	.	.	.
26. Work Relevance	.	.	.	.	.	.	.	.	.	.	.
27. Company Prestige	.	.	.	.	.	.	.	.	.	.	.

TABLE 1C (Continued)

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL POPULATION

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
MIQ	28. Company Goals	.	*	*	.	.	.	.	.	.	.	.
	29. Closure	.	*	.	.	.	.	.	.	.	.	.
	30. Compensation II	.	.	.	.	.	.	*	.	*	.	.
Multiple Correlation - Total Set 63 var. R =		.21*	.24*	.37*	.25*	.26*	.26*	.28*	.21*	.24*	.21*	.26*
R^2=		.04	.06	.14	.06	.07	.07	.08	.04	.06	.04	.07
Multiple Correlation - Final Set No.of var.=		12	9	17	4	9	5	8	2	8	3	10
**R =		.19	.21	.36	.19	.20	.20	.21	.11	.18	.14	.21
R^2=		.03	.04	.13	.04	.04	.04	.04	.01	.03	.02	.04

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

*Multiple correlation coefficient significant at the .05 level.

**Significance tests were not calculated for the multiple correlation coefficients obtained with the reduced set, since the correlations are on optimized correlations for which a significance test is not very meaningful.

TABLE 2C

THE PERSONAL DATA VARIABLE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
PERSONAL VARIABLES	Age	.	.	.	*	.	*	*	.	.	.	.
	Years of Education	.	.	.	.	.	.	.	.	.	.	.
	No. of Dependents	.	.	.	.	.	.	.	.	.	.	.
	Married	.	*	*	.	.	.	.	.	.	.	.
	Prior H.S. Vocational Ed.	.	.	.	.	.	.	.	.	.	.	.
	Prior Post-High Voc. Ed.	.	.	.	.	.	.	.	.	.	.	.
	Prior Related Work Experience	*	*	*	.	.	.	.	.	.	.	.
	Prior Unrelated Work Exp.	.	.	.	.	.	.	.	.	.	.	.
	Sex	*	*	*	*	*	*	*	*	*	*	*
Multiple Correlation - Total Set 9 var.	R =	.15*	.17*	.34*	.11*	.08	.09*	.13*	.08	.11*	.10*	.12*
	R^2=	.02	.03	.12	.01	.01	.01	.02	.01	.01	.01	.02
Multiple Correlation - Final Set No. of var.=		2	3	3	2	1	2	2	1	1	1	1
	**R =	.15	.16	.34	.09	.05	.08	.11	.06	.07	.07	.09
	R^2=	.02	.03	.11	.01	.00	.01	.01	.00	.01	.01	.01

*Multiple correlation coefficient significant at the .05 level.

**Significance tests were not calculated for the multiple correlation coefficients obtained with the reduced set, since the correlations are on optimized correlations for which a significance test is not very meaningful.

TABLE 3C

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL MALE POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
GATB	1. G-Intelligence	.	.	.	.	.	.	.	.	.	.	.
	2. V-Verbal Aptitude	.	.	.	.	.	.	.	.	.	.	.
	3. N-Numerical Aptitude	.	.	.	.	.	.	.	.	.	.	.
	4. S-Spatial Aptitude	.	.	.	*	.	*	.	.	.	*	.
	5. P-Form Perception	.	.	.	*	.	*	.	.	.	.	.
	6. Q-Clerical Perception	.	.	.	.	.	.	*	.	.	.	.
	7. K-Motor Coordination	.	.	.	.	.	.	.	.	.	.	*
MVII	H-1 Mechanical	.	*	.	.	*	.	.	.	.	.	.
	H-2 Health Service	.	.	.	.	.	.	.	.	.	.	.
	H-3 Office Work	.	.	.	.	.	.	.	.	.	.	.
	H-4 Electronics	.	.	.	.	*	.	.	.	.	*	.
	H-5 Food Service	.	.	.	.	.	.	*	*	.	.	*
	H-6 Carpentry	*	.	*	.	*	.	.	*	.	*	.
	H-7 Sales-Office	.	.	.	.	.	.	.	.	.	.	.
	H-8 Clean Hands	.	.	.	.	.	.	.	.	*	*	.
	H-9 Outdoors	.	.	.	.	.	.	.	.	*	.	.
16PF	A-Aloof vs Outgoing	.	.	.	.	.	.	.	.	.	.	.
	B-Dull vs Bright	.	.	.	.	.	.	.	.	.	.	.
	C-Emotional vs Mature	.	.	.	.	.	.	.	.	.	.	.
	E-Submissive vs Dominant	*	.	*	.	.	.	.	.	.	.	.
	F-Glum vs Enthusiastic	*	.	.	.	.	.	.	.	.	*	.
	G-Casual vs Conscientious	*	.	.	.	.	.	.	.	.	.	.
	H-Timid vs Adventurous	.	.	.	.	.	.	.	.	.	.	.
	I-Tough vs Sensitive	.	.	.	.	.	.	.	.	.	.	.
	L-Trustful vs Suspecting	.	.	.	.	*	.	.	.	.	.	.
	M-Conventional vs Eccentric	.	.	.	.	.	.	.	.	.	.	.
	N-Simple vs Sophisticated	.	.	*	.	.	.	.	.	.	.	.
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.	.	.
	Q1-Conservative vs Experiment	.	.	.	.	.	.	.	.	.	.	.
	Q2-Dependent vs Self-Sufficient	.	.	.	.	.	.	.	.	.	.	.
	Q3-Uncontrol vs Self-Control	.	*	.	*	.	*	.	.	.	.	.
	Q4-Stable vs Tense	.	.	.	.	.	.	.	.	.	.	.

TABLE 3C (Continued)

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL MALE POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
MIQ	1. Ability Utilization	.	*	*	.	.	.	*	.	*	*	*
	2. Achievement	.	.	.	.	.	.	*	.	.	.	.
	3. Activity	.	.	.	.	.	.	.	.	.	.	.
	4. Advancement	.	.	.	*	.	*	.	.	.	.	.
	5. Authority	.	.	.	.	.	.	.	.	.	.	.
	6. Company Prac. and Pol.	.	.	*	.	.	.	.	.	.	.	.
	7. Compensation I	.	.	*	.	.	.	.	.	.	.	.
	8. Co-workers	.	.	.	.	.	.	.	.	.	.	.
	9. Creativity	.	.	.	.	.	.	.	.	.	.	.
	10. Independence	.	.	.	.	.	.	.	.	.	.	.
	11. Moral Value	.	.	*	.	.	.	.	.	.	.	.
	12. Recognition	.	.	.	.	.	.	.	.	.	.	.
	13. Responsibility	.	.	.	.	.	.	.	.	.	.	.
	14. Security	.	.	.	.	.	.	*	.	.	.	.
	15. Social Service	.	.	.	.	.	.	.	.	.	.	.
	16. Social Status	.	*	.	.	.	.	.	.	.	.	.
	17. Supervision (Human Relations)	.	.	.	.	.	.	.	.	.	.	.
	18. Supervision (Technical)	.	.	.	.	.	.	.	.	.	.	.
	19. Variety	.	.	.	.	.	.	.	.	.	.	.
	20. Working Conditions	.	.	.	.	.	.	.	.	.	.	.
	21. Work Challenge	.	.	.	.	.	.	.	.	.	.	.
	22. Company Image	.	.	.	.	.	.	.	.	.	.	.
	23. Organizational Control	.	.	.	.	.	.	.	.	.	.	.
	24. Feedback	.	.	.	.	.	.	.	.	.	.	.
	25. Physical Facilities	*	.	*	.	.	.	.	.	.	.	.
	26. Work Relevance	.	.	.	.	.	.	.	.	.	.	.
	27. Company Prestige	.	.	.	.	.	.	.	.	.	.	.

TABLE 3C (Continued)

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL MALE POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
MIQ	28. Company Goals	*	*	*	.	.	.	.	.	.	.	.
	29. Closure	.	.	*	.	*	.	.	.	.	.	.
	30. Compensation II	.	*	.	.	.	.	.	.	.	.	.
Multiple Correlation - Total Set 63 var.	R =	.18*	.30*	.26*	.32	.32	.33*	.36*	.30	.32	.33*	.34*
	R^2=	.03	.09	.07	.10	.10	.11	.13	.09	.10	.11	.12
Multiple Correlation - Final Set No. of var.	=	6	6	10	4	5	4	5	2	3	6	3
	**R =	.12	.22	.21	.21	.19	.20	.25	.15	.09	.22	.21
	R^2=	.02	.05	.04	.05	.03	.04	.06	.02	.04	.05	.05

*Multiple correlation coefficient significant at the .05 level.

**Significance tests were not calculated for the multiple correlation coefficients obtained with the reduced set, since the correlations are on optimized correlations for which a significance test is not very meaningful.

TABLE 4C

THE PERSONAL DATA VARIABLE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL MALE POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
PERSONAL VARIABLES	Age	*	.	.	.	.	.	*	*	.	*	*
	Years of Education	.	.	.	.	.	.	.	.	.	.	.
	No. of Dependents	.	.	.	.	.	.	.	.	.	.	.
	Married	.	*	.	.	.	.	.	.	.	.	.
	Prior H.S. Vocational Ed.	.	.	.	.	.	.	.	.	.	.	.
	Prior Post-High Voc. Ed.	.	.	.	.	.	.	.	.	.	.	.
	Prior Related Work Experience	*	.	.	*	*	*	.	.	*	.	.
	Prior Unrelated Work Exp.	.	.	.	.	.	.	.	.	.	.	.
Multiple Correlation - Total Set 8 var.	R =	.06	.13*	.14*	.13	.11	.11	.14	.10	.09	.09	.11
	R^2 =	.00	.02	.02	.02	.01	.01	.02	.01	.01	.01	.01
Multiple Correlation - Final Set No. of var. =		1	1	1	1	1	1	1	1	1	1	1
	** R =	.03	.11	.12	.07	.07	.07	.10	.06	.06	.08	.09
	R^2 =	.00	.01	.01	.01	.01	.01	.01	.00	.00	.01	.01

*Multiple correlation coefficient significant at the .05 level.

**Significance tests were not calculated for the multiple correlation coefficients obtained with the reduced set, since the correlations are on optimized correlations for which a significance test is not very meaningful.

TABLE 5

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL FEMALE POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
GATB	1. G-Intelligence	*	.	*	.	.	.	.	.	.	.	.
	2. V-Verbal Aptitude	.	*	.	.	*	.	*	.	.	.	.
	3. N-Numerical Aptitude											
	4. S-Spatial Aptitude	.	.	.	.	.	.	.	.	.	.	.
	5. P-Form Perception	.	.	.	*	.	.	.	.	.	.	.
	6. Q-Clerical Perception	.	.	.	.	.	.	.	.	*	.	*
	7. K-Motor Coordination	.	.	.	.	.	.	.	.	.	.	.
MVII	H-1 Mechanical	.	.	*	.	.	.	.	.	.	.	.
	H-2 Health Service	*	*	*	.	.	.	*	.	*	.	*
	H-3 Office Work	.	.	.	.	.	.	.	.	.	.	.
	H-4 Electronics	*	.	.	.	.	.	*	.	*	.	*
	H-5 Food Service	.	.	.	.	.	.	*	.	.	.	*
	H-6 Carpentry	.	.	.	.	.	.	.	.	.	.	.
	H-7 Sales-Office	.	.	.	.	.	.	.	.	.	.	.
	H-8 Clean Hands	.	.	.	.	.	.	*	.	.	.	*
	H-9 Outdoors	.	.	.	.	.	.	.	.	.	.	.
16PF	A-Aloof vs Outgoing	.	.	.	.	.	.	.	.	.	.	.
	B-Dull vs Bright	.	.	.	.	.	.	.	.	.	.	.
	C-Emotional vs Mature	.	.	.	.	.	.	.	.	.	.	.
	E-Submissive vs Dominant	.	.	.	.	.	.	.	.	.	.	.
	F-Glum vs Enthusiastic	.	.	.	.	.	.	.	.	.	.	.
	G-Casual vs Conscientious	.	.	.	.	.	.	.	.	.	.	.
	H-Timid vs Adventurous	.	.	.	.	.	.	.	.	.	.	.
	I-Tough vs Sensitive	.	.	.	.	.	.	.	.	.	.	.
	L-Trustful vs Suspecting	*	.	*	.	.	.	.	.	.	.	.
	M-Conventional vs Eccentric	*	.	*	.	.	.	.	.	.	.	.
	N-Simple vs Sophisticated	.	.	.	.	.	.	.	.	.	.	.
	O-Confident vs Insecure	.	.	.	.	.	.	.	.	.	.	.
	Q1-Conservative vs Experiment	*	.	.	.	.	.	.	.	.	.	.
	Q2-Dependent vs Self-Suf	.	.	*	.	.	.	.	.	.	.	.
	Q3-Uncontrol vs Self-Control	.	.	.	*	*	*	.	.	.	*	.
	Q4-Stable vs Tense	.	.	.	.	.	.	.	.	.	.	.

TABLE 5C (Continued)

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL FEMALE POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
MIQ	1. Ability Utilization	.	.	.	.	.	.	.	.	.	.	.
	2. Achievement	*	.	.	.	.	.	*	.	.	.	.
	3. Activity	.	.	.	.	.	.	.	.	.	.	.
	4. Advancement	.	.	.	.	.	.	.	.	.	.	.
	5. Authority	.	.	.	.	.	.	.	.	.	.	.
	6. Company Prac and Pol	.	*	.	.	.	.	.	.	.	.	.
	7. Compensation I	.	.	.	.	.	.	.	.	.	.	.
	8. Co-Workers	.	.	.	.	.	.	.	.	.	.	.
	9. Creativity	.	.	*	.	.	.	.	.	.	.	.
	10. Independence	.	*	.	.	.	.	.	.	.	.	.
	11. Moral Value	.	.	.	.	.	.	.	.	.	.	.
	12. Recognition	.	.	.	.	.	.	.	.	.	.	.
	13. Responsibility	.	.	.	.	.	.	.	.	.	.	.
	14. Security	.	.	.	.	.	.	.	*	.	*	*
	15. Social Service	.	.	.	.	.	.	.	.	.	.	.
	16. Social Status	.	.	.	*	.	*	.	.	.	.	.
	17. Supervision (Human Relations)	.	.	.	.	.	.	.	.	.	.	.
	18. Supervision (Technical)	.	.	.	.	.	.	.	.	.	.	.
	19. Variety	.	.	.	.	.	.	.	.	.	.	.
	20. Working Conditions	.	.	.	.	.	.	.	.	.	.	.
	21. Work Challenge	.	.	*	.	.	.	.	.	.	.	.
	22. Company Image	.	.	.	.	.	.	.	.	.	.	.
	23. Organizational Control	.	.	.	.	*	.	.	.	.	.	.
	24. Feedback	.	.	.	.	.	.	.	.	.	.	.
	25. Physical Facilities	.	.	.	.	.	.	.	.	.	.	.
	26. Work Relevance	.	.	.	.	.	.	.	.	.	.	.
	27. Company Prestige	.	.	.	.	.	.	.	.	.	.	.

TABLE 5C (Continued)

THE TEST INSTRUMENT SCALE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL FEMALE POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ -Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
MIQ	28. Company Goals	.	.	.	.	.	.	.	.	.	.	.
	29. Closure	.	.	.	.	.	.	.	.	.	.	.
	30. Compensation II	.	.	.	.	.	.	*	.	.	.	.
Multiple Correlation - Total Set 63 var.	R =	.22*	.23*	.29*	.25*	.29*	.27*	.27*	.23	.25*	.24	.26*
	R^2=	.05	.05	.08	.06	.09	.07	.07	.05	.06	.06	.07
Multiple Correlation - Final Set No. of var.	=	7	4	8	3	3	2	5	1	3	2	6
	**R =	.17	.15	.23	.17	.17	.16	.17	.07	.13	.12	.16
	R^2=	.03	.02	.05	.03	.03	.03	.03	.00	.02	.01	.03

*Multiple correlation coefficient significant at the .05 level.

**Significance tests were not calculated for the multiple correlation coefficients obtained with the reduced set, since the correlations are on optimized correlations for which a significance test is not very meaningful.

TABLE 6C

THE PERSONAL DATA VARIABLE COMBINATIONS MOST PREDICTIVE OF THE VARIOUS CRITERIA - TOTAL FEMALE POPULATION

*Denotes that the variable remained in an equation produced by step-wise regression which met the criterion that all beta weights associated with variables remaining in the equation be significantly different than zero at the .05 level of significance.

INSTRUMENT	SCALES	CRITERIA: Grad vs Drop	Empl Rel vs Other	Empl Rel vs Drop	MSQ - Intrinsic	MSQ - Extrinsic	MSQ - General Satisfaction	MSS - Promotability	MSS - Personal Adjust.	MSS - Conformance	MSS - Dependability	MSS - General Satisfactoriness
PERSONAL VARIABLES	Age	.	.	.	.	*	.	*	.	*	*	*
	Years of Education	.	.	.	.	.	.	.	.	.	.	.
	No. of Dependents	.	.	.	.	.	.	*	*	*	.	*
	Married	.	.	.	*	.	*	.	.	.	.	.
	Prior H.S. Vocational Ed.	.	.	.	.	.	.	.	.	.	.	.
	Prior Post-High Voc. Ed.	.	.	.	.	.	.	.	.	.	.	.
	Prior Related Work Experience	*	*	*	.	.	.	.	.	.	.	.
	Prior Unrelated Work Exp.	.	.	.	.	.	.	.	.	*	.	*
Multiple Correlation - Total Set 8 var.	R =	.07	.10*	.10*	.10	.07	.09	.11*	.10	.13*	.07	.12*
	R^2=	.01	.01	.01	.01	.01	.01	.01	.01	.02	.01	.01
Multiple Correlation - Final Set No. of var. =		1	1	1	1	1	1	2	1	3	1	3
	**R =	.05	.07	.08	.08	.06	.07	.08	.07	.12	.03	.11
	R^2=	.00	.01	.01	.01	.00	.00	.01	.01	.01	.00	.01

*Multiple correlation coefficient significant at the .05 level.

**Significance tests were not calculated for the multiple correlation coefficients obtained with the reduced set, since the correlations are on optimized correlations for which a significance test is not very meaningful.

APPENDIX D

MINNESOTA AREA VOCATIONAL-TECHNICAL SCHOOLS THAT COOPERATED IN PROJECT MINI-SCORE

Alexandria

Austin

Canby

Duluth

Eveleth

Faribault

Grand Rapids

Granite Falls

Hibbing

Jackson

Mankato

Minneapolis

Moorhead

Pine City

Pipestone

St. Cloud

Anoka-Hennepin

Staples

Thief River Falls

Wadena

Willmar

Winona

Brainerd

Detroit Lakes

OTHER PROJECT MINI-SCORE PUBLICATIONS

1. Nelson, H. F. and Pucel, D. J. Area School Student Selection Project: Selected Descriptive Data Gathered on Approximately 6400 Applicants to the Cooperating Area Vocational-Technical Schools of Minnesota During the Period from October 1, 1966 to July 1, 1967. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1967.

2. Pucel, D. J. "The Centour Methodology Applied to Vocational Student Counseling and Admission," Journal of Industrial Teacher Education, Fall, 1969.

3. Pucel, D. J. The Student: An Integral Part of Vocational Program Development and Evaluation. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1969.

4. Pucel, D. J. and Nelson, H. F. Area School Student Selection Project: A Preliminary Look at the Test Battery Data. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1967.

5. Pucel, D. J., Nelson, H. F. and Wheeler, D. N. A Comparison of the Employment Success of Vocational-Technical School Graduates, Drop-Outs, and Persons Not Admitted to Vocational Programs. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1971.

6. Pucel, D. J., Nelson, H. F., and Wheeler, D. N. Differentiating Among Graduates of Vocational-Technical Curriculums. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1970, ERIC 043-757; VT 011-749.

7. Pucel, D. J., and Nelson, H. F. General Aptitude Test Battery (B-1002 Form B) Training Success Norms. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1969, ERIC 029-992; VT 008-629.

8. Pucel, D. J., and Nelson, H. F. General Aptitude Test Battery (B-1002 Form B) Training Success Norms Including Supplement One. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1970.

9. Pucel, D. J., and Nelson, H. F. Minnesota Vocational Interest Inventory Training Success Norms. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1969.

10. Pucel, D. J., and Nelson, H. F. Minnesota Vocational Interest Inventory Training Success Norms Including Supplement One. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1970, ERIC 042-025; VT 011-393.

11. Pucel, D. J., and Nelson, H. F. Project MINI-SCORE: An Interim Report, 1966-69, rev. ed. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1969.

12. Pucel, D. J., and Nelson, H. F. Project MINI-SCORE: Some Preliminary Implications for Vocational Guidance. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1969, ERIC 025-658; VT 007-582.

13. Pucel, D. J., Nelson, H. F., and Wheeler, D. N. "Questionnaire Follow-Up Returns as a Function of Incentives and Responder Characteristics." Vocational Guidance Quarterly, March, 1971.

14. Pucel, D. J., and Nelson, H. F., and Wheeler, D. N. Questionnaire Follow-Up Returns as a Function of Incentives and Responder Characteristics. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1970, ERIC 037-536; VT 010-042.

15. Pucel, D. J. and Nelson, H. F. What Happens to Graduates of Minnesota's Area Vocational-Technical Schools. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1969.

16. Pucel, D. J., and others. Vocational Maturity and Vocational Training. Minneapolis: Project MINI-SCORE, Department of Industrial Education, University of Minnesota, 1970.

VOLUMES OF PROJECT-MINI SCORE* FINAL REPORT

PROJECT MINI-SCORE FINAL REPORT

PROJECT MINI-SCORE FINAL TECHNICAL REPORTS:

Report One - The Ability of Standardized Test Instruments to Predict Training Success and Employment Success

Report Two - The Ability of Standardized Test Instruments to Differentiate Membership in Different Vocational-Technical Curricula

Report Three - General Aptitude Test Battery
Training Success Norms and Employment Success Norms

Report Four - Minnesota Vocational Interest Inventory
Training Success Norms and Employment Success Norms

Report Five - Minnesota Scholastic Aptitude Test and Vocational Development Inventory
Training Success Norms and Employment Success Norms

*The project was commonly known as Project MINI-SCORE (Minnesota Student Characteristics and Occupational Related Education) but was originally proposed with the formal title: Characteristics of Full-Time Students in Post-Secondary Trade Courses; U.S.O.E. project number HRD 5-0148.